

St. Christopher's EYFS and Sunflowers

Curriculum Planning

Characteristics of Effective Learning

Characteristics of Effective Learning - The Big Picture

Statutory Framework

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice accordingly. Three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none">• I am learning to explore• I am learning to investigate• I am learning to find out more about something• I am learning to use resources in unique and interesting ways• I am learning to combine resources in my play• I am learning to communicate my interests• I am learning to pretend that objects are something else• I am learning to act out my experiences with others• I am learning to use my experiences in my play• I am learning to try new things• I am learning to take risks• I am learning that making mistakes can help me in my learning• I am learning to tackle things that may be difficult• I am learning that when I practise things I can get better	<ul style="list-style-type: none">• I am learning to concentrate• I am learning to ignore distractions• I am learning to notice things in more detail• I am learning to choose the things that really fascinate me• I am learning to persist• I am learning to try different ways of doing things to achieve my goal• I am learning to be resilient• I am learning to talk about how I feel when I have achieved something• I am learning to talk about when I feel proud	<ul style="list-style-type: none">• I am learning to think of my own ideas• I am learning to talk about the problems I encounter and find ways to solve them• I am learning to find different ways to do things• I am learning to talk about my thinking• I am learning to talk about how and what I am learning• I am learning to predict• I am learning to set hypotheses and test out my ideas• I am learning to recognise when my previous learning or experiences link to what I am doing• I am learning to plan• I am learning to make decisions• I am learning to reflect on how I have tackled a task and how well it is going• I am learning to change my approach where necessary• I am learning to review

The background image is a high-angle aerial photograph of a coastal area. The water is a vibrant turquoise color, with darker, more intense patches indicating deeper areas. The shore is a mix of light-colored sand and green, leafy vegetation. The overall scene is bright and suggests a tropical or subtropical environment.

Experiences

Communication and Language

Communication and Language - The Big Picture

Intent Statement

At St. Christopher's EYFS and Sunflowers we want all of our children to be confident and capable communicators. We want them to develop a rich vocabulary in order to be able to share their thoughts, ideas and opinions, negotiate and build relationships and to ask questions about their world. We capitalise on children's instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children communicate

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>The development of children's spoken language underpins all seven areas of learning and development.</p> <p>Children's back and forth interactions from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>By commenting on what children are interested in doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and them providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>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</p>	<p>*Words carry meaning *When it is my turn to speak *The meaning of different words *What a sentence is *Different words can mean the same thing *Some words that sound the same can mean different things *Some words can have more than one meaning *Adjectives describe nouns *Nouns are objects *Verbs are action words *Plurals mean more than one *Pronouns are used instead of people's names *The present tense describes something that is happening now *The past tense describes something that has already happened *The future tense describes something that is going to happen *The rules of a conversation *Which words start a question *Storytelling vocabulary *How to use my voice in different ways e.g. intonation, volume, projection</p>	<p>EARLY LEARNING GOALS: Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Children 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.• Children make comments about what they have heard and ask questions to clarify their understanding.• Children hold conversation when engaged in back and forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none">• Children participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.• Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Children 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 the teacher.

elaborate, children become comfortable using a rich range of vocabulary and language structures.	*That not everybody speaks English *That not everybody uses words to communicate	
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Communication and Language – What do we want children to learn?

Listening, Attention and Understanding

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to recognise familiar voices and sounds I am learning to copy facial expressions and movements I am learning to maintain eye contact I am learning to observe adults as they talk I am learning to listen to, understand and respond to simple instructions I am learning to understand single and frequently used words I am learning to focus on a self-chosen activity I am learning to identify familiar objects I am learning to listen to others, but still easily distracted I am learning to develop my own pretend play I am learning to listen to and understand stories, with the help of pictures. I am learning to understand longer sentences and simple questions 	<ul style="list-style-type: none"> I am learning new vocabulary I am learning to pay attention to more than one thing at a time. I am learning to listen to conversation I am learning to listen with interest to a story I am learning to respond to conversations and stories and rhymes that I have heard I am learning to remember some simple elements from a story I am learning to join in with a story or rhyme I am learning to join in with conversation I am learning to take turns when I talk I am learning to follow simple instructions involving two parts. I am learning to follow simple instructions that include prepositions I understand and can answer simple 'what', 'where' and 'when' questions. I am learning to answer 'why' questions 	<ul style="list-style-type: none"> I am learning to concentrate until an activity is completed I know why listening is important I am learning new vocabulary I am learning to ask questions to check my understanding I am learning to listen attentively in different situations I am learning to listen for longer periods of time I am learning to make sensible suggestions about what might happen next in a story I am learning to ask questions about the stories that I have listened to I am learning to follow a story without visual clues I am learning to engage with non-fiction texts I am learning to make comments about what I have heard I am learning to listen and respond to others' talk I am learning to follow more complex instructions that involve several ideas or actions I am learning to answer 'how' and 'why' questions I am learning to initiate and maintain a conversation 	<p>EARLY LEARNING GOAL: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Children 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. Children make comments about what they have heard and ask questions to clarify their understanding. Children hold conversation when engaged in back and forth exchanges with their teachers and peers. <p>I know...</p> <ul style="list-style-type: none"> Words carry meaning The meaning of different words The rules of conversation Which words start a question Story telling vocabulary How to use my voice in different ways e.g. intonation, volume, projection

Communication and Language – What do we want children to learn?

Speaking

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to say how I feel, sometimes by using NVC I am learning to babble and make sounds to get attention I am learning to copy what adults do by taking turns to communicate. I am learning to sing to music I am learning to use NVC I am learning to use single words in context I am learning to pronounce syllables I am learning to use pitch and volume I am learning to jump from topic to topic 	<ul style="list-style-type: none"> I am learning to use new words in my talk I am learning to talk in sentences of 4-6 words I can start and continue a conversation I am learning to describe actions and events I am learning to use describing words in my sentences I am learning to use pronouns in my talk I am learning to use time words in my talk I am learning to recite songs, and rhymes by heart I am learning to tell a story I am learning to talk about what is happening I am learning to predict what might happen next I am learning to talk about an event in the past I am learning to ask simple questions 	<ul style="list-style-type: none"> I am learning to join in discussions I am learning to develop social phrases I am learning to use new vocabulary in different contexts I am learning to talk about what I am thinking I am learning to describe and explain my ideas I am learning to express my opinions I am learning to give reasons I am learning to talk about my feelings I am learning to talk about a series of events in sequence I am learning to talk about a series of ideas I am learning to tell stories orally I am learning rhymes, poems and songs. I am learning to be fluent and coherent when I talk to others I am learning to adapt my talk in response to the listener 	<p>EARLY LEARNING GOAL: Speaking</p> <ul style="list-style-type: none"> Children participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children 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 the teacher. <p>I know...</p> <p>*Words carry meaning *When it is my turn to speak</p>

	<ul style="list-style-type: none"> • I am learning to answer simple questions including 'why' questions • I am learning to give my opinion or point of view • I am learning to use talk to organise myself and my play 	<ul style="list-style-type: none"> • I am learning to use correct tenses in my talk • I am learning to use conjunctions in my talk 	<ul style="list-style-type: none"> *The meaning of different words *What a sentence is *Different words can mean the same thing *Some words that sound the same can mean different things *Some words can have more than one meaning *Adjectives describe nouns *Nouns are objects *Verbs are action words *Plurals mean more than one *Pronouns are used instead of people's names *The present tense describes something that is happening now *The past tense describes something that has already happened *The future tense describes something that is going to happen *The rules of a conversation *Which words start a question *Storytelling vocabulary *How to use my voice in different ways e.g. intonation, volume, projection *That not everybody speaks English *That not everybody uses words to communicate
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Communication and Language

By the end of Foundation Stage I can...

Use different parts of speech in my talk.

Retell in a sequence.

Express opinions, feelings and ideas.

Use tenses and conjunctions in my speech.

Give reasons.

Describe and explain.

Take turns in a discussion.

Speak in full sentences.

Ask questions.

Participate in discussions.

Use a range of vocabulary.



Personal, Social and Emotional Development

Personal, Social and Emotional Development - The Big Picture

Intent Statement

We want our children to have confidence in themselves and their abilities and to see themselves as resilient individuals in both learning and life. We want them to have the skills and self-belief to deal with challenge and change by embracing the power of 'yet'. In Early Years we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self-worth by:

- Establishing and developing mutually respectful relationships with and between adults and children
- Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others
- Knowing and understanding children's family contexts and dynamics and supporting children through key transition points
- Setting rules, establishing boundaries, following routines and explaining consequences
- Modelling and explaining behaviours and emotions and how to manage and resolve conflict
- Empowering children to be independent enabling them to make informed choices and decisions and to have ideas and opinions of their own
- Using praise to build confidence
- Supporting children to develop a Growth Mindset

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>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:</p> <ul style="list-style-type: none">• manage emotions• develop a positive sense of self• set themselves simple goals• have confidence in their own abilities• persist and wait for what they want and direct attention as necessary <p>Through adult modelling and guidance they will:</p> <ul style="list-style-type: none">• learn how to look after their bodies including healthy eating• manage personal needs independently	<p>Self-Regulation:</p> <p>I know...</p> <ul style="list-style-type: none">• What emotions look like in others• My own and others behaviour has consequences• Sometimes I have to wait for what I want• How to set and work towards a simple goal• A range of strategies to help calm myself <p>Managing Self:</p> <p>I know...</p> <ul style="list-style-type: none">• The rules to help me keep safe• The difference between right and wrong• What is fair and unfair• Different situations require different behaviours• There are consequences for my actions• Which foods are healthy and which are unhealthy• How to keep myself safe• How to wash my hands to protect myself and others from germs• The sequence of dressing and undressing	<p>EARLY LEARNING GOALS:</p> <p>Self-Regulation</p> <ul style="list-style-type: none">• Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.• They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.• They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none">• Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.• Children explain the reasons for rules, know right from wrong and try to behave accordingly.

<p>Through supportive interaction with other children they learn how to:</p> <ul style="list-style-type: none"> • make good friendships • co-operate and resolve conflicts peaceably <p>These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Building Relationships:</p> <p>I know...</p> <ul style="list-style-type: none"> • How to share and take turns • What makes a good friend • We are all unique • The characteristics of bullying 	<ul style="list-style-type: none"> • They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Children work and play co-operatively and take turns with others. • Children form positive attachments to adults and friendships with peers. • Children show sensitivity to their own and to others' needs
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Personal, Social and Emotional Development – What do we want children to learn?

Self Regulation

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to find ways to self soothe and calm I am learning to express myself using a range of emotions I am learning to become independent, refusing adult support I am learning to help others feel valued I am learning to follow daily routines 	<ul style="list-style-type: none"> I am learning that I have different emotions I am learning that my actions and words can sometimes affect others I am learning to behave appropriately within boundaries I am learning to wait for my turn I am learning to shift attention from one thing to another I am learning to follow a 2 part instruction I am learning to make choices about where I will play. I am learning to show confidence in new situations 	<ul style="list-style-type: none"> I am learning to talk about my own and others' feelings I am learning to talk about how my actions can affect others I am learning to talk about my own and others' behaviour and how this can affect others I am learning to follow the rules I am learning to change my behaviour to suit the situation I am learning to accept changes in routine I am learning to attend to more than one thing at a time I am learning to follow instructions involving several ideas I am learning to set myself a goal and work towards it. I am learning how to calm myself. 	<p>EARLY LEARNING GOAL: Self-Regulation</p> <ul style="list-style-type: none"> Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>I know...</p> <ul style="list-style-type: none"> What emotions look like in others My own and others behaviour has consequences Sometimes I have to wait for what I want How to set and work towards simple goals A range of strategies to help me calm myself

Personal, Social and Emotional Development – What do we want children to learn?

Managing Self

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to express my own likes and dislikes I am learning to manage separation anxiety from one familiar adult to another I am learning to establish my sense of self I am learning to develop self-assurance I am learning to play confidently alone or with others I am learning to check in with my key person for reassurance, support. 	<ul style="list-style-type: none"> I am learning to try new things with support I am learning to persevere with support I am learning to follow the rules with support I am learning to behave appropriately within boundaries I am learning to put on and take off some items of clothing I am learning to recognise when I need to go to the toilet I am learning to wash and dry my hands with support I am learning to recognise what is healthy and unhealthy I am learning to use the toilet independently 	<ul style="list-style-type: none"> I am learning to do things without help I am learning to tackle a challenge I am learning to persist I am learning to try different ways to do things I am learning to take risks I am learning to be resilient I am learning to talk about the reasons for rules I am learning to talk about what is right and wrong I am learning to follow the rules independently I am learning to manage my own personal hygiene needs I am learning to dress and undress independently I am learning to talk about why making healthy food choices is important 	<p>EARLY LEARNING GOAL: Managing Self</p> <ul style="list-style-type: none"> Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. Children explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>I know...</p> <ul style="list-style-type: none"> The rules to help me keep safe The difference between right and wrong What is fair and unfair Different situations require different behaviours There are consequences for my actions Which foods are healthy and which are unhealthy How to keep myself safe How to wash my hands to protect myself and others from germs

			• The sequence of dressing and undressing
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Personal, Social and Emotional Development – What do we want children to learn?

Building Relationships

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to build relationships with familiar adults I am learning to develop friendships with other children I am learning to seek out to others using gaze and gestures I am learning to use NVC to achieve a goal I am learning to express my feelings to others I am learning to talk about my own feelings 	<ul style="list-style-type: none"> I am learning to join in with others during my play I am learning to choose who I play with I am learning to invite other children to play with me I am learning to respond appropriately to others in my play I am learning to talk to others in my play I am learning to share and take turns with support I am learning to be aware of others' needs and wishes I am learning that I am part of my school community 	<ul style="list-style-type: none"> I am learning to listen to what others say I am learning to find ways to resolve conflicts I am learning to play co-operatively I am learning to share and take turns I am learning to take account of and include other people's ideas I am learning to think about how other people feel when I make decisions and choices 	<p>EARLY LEARNING GOAL: Building Relationships</p> <ul style="list-style-type: none"> Children work and play co-operatively and take turns with others. Children form positive attachments to adults and friendships with peers. Children show sensitivity to their own and to others' needs <p>I know...</p> <ul style="list-style-type: none"> How to share and take turns What makes a good friend We are all unique The characteristics of bullying

Personal, Social and Emotional Development

By the end of Foundation Stage I can...

Make positive relationships.

Persevere.

Wait for my turn.

Use tenses and conjunctions in my speech.

Dress and Undress.

Follow instructions.

Compromise and negotiate to resolve conflict.

Focus my attention.

Follow rules and manage my own behaviour.

Manage risk and keep myself safe.

Share and take turns.

Manage my own personal hygiene.

Express and talk about emotions.

A photograph of a coastal landscape. The water is a mix of turquoise and bright green, with darker blue patches near the shore. The sandy beach is visible at the bottom, and the land further back is a mix of green and brown vegetation. The sky is clear and blue.

Physical Development

Physical Development - The Big Picture

Intent Statement

At St. Christopher's and Sunflowers we want to support our children in becoming independent in making decisions and choices that will keep them healthy and safe. We want to encourage our children to develop healthy habits and explore skills and opportunities that may become hobbies and interests in the future. In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
- Developing a range of large and small movements which they can control
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>Physical activity is vital in children's all round development, enabling them to pursue happy, healthy and active lives.</p> <p>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.</p> <p>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.</p> <p>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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Gross Motor: I know...</p> <ul style="list-style-type: none">• Core strength helps me to balance and use my limbs independently• Big muscles need to be strong to support the smaller muscles in my body• Exercise will build my strength and stamina• I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet• Crossing the midline helps both sides of my brain to connect• Both sides of my body need to work together in a co-ordinated way <p>Fine Motor: I know...</p> <ul style="list-style-type: none">• I have fingers and thumbs and that they can each work separately• My wrists and fingers need to be strong to manipulate small tools and objects• Which fingers form a pincer grip• Which fingers form a tripod grip	<p>EARLY LEARNING GOALS: Gross Motor Skills</p> <ul style="list-style-type: none">• Children negotiate space and obstacles safely, with consideration for themselves and others.• Children demonstrate strength, balance and co-ordination when playing.• Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none">• Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.• Children use a range of small tools, including scissors, paint brushes and cutlery.• Children begin to show accuracy and care when drawing.

Physical Development – What do we want children to learn?

Gross Motor Skills

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to lift me head while lying on my front I am learning to push my chest up using straight arms I am learning to roll over I am learning to move freely indoors and outdoors I am learning to sit unaided I am learning to crawl in a range of ways changing direction I am learning to pull myself up to standing position I am learning to bounce while standing I am learning to walk independently I am learning to fit myself into small spaces I am learning to climb stairs independently I am learning to ride a tricycle / push a long toy I am learning to build independently I am learning to clap my hands and stamp my feet 	<ul style="list-style-type: none"> I am learning fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. I am learning to move around a space safely I am learning to develop my core strength to balance I am learning to build my upper body strength I am learning to cross the midline I am learning to draw large lines and circles using my whole arm I am learning to use both sides of my body to do the same thing at the same time I am learning to use both sides of my body to do the same thing alternately I am learning to throw and catch a variety of objects of different weights and sizes I am learning to kick a ball I am learning to collaborate with others to carry large items I am learning to go up steps and stairs, or climb up apparatus, using alternate feet I am learning to skip, hop, stand on one leg and hold a pose for a game like musical statues 	<ul style="list-style-type: none"> I am learning revise and refine my fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. I am learning to use my spatial awareness to avoid obstacles I am learning to travel around, under, over and through equipment I am learning to co-ordinate both sides of my body to do different things I am learning to develop my hand eye coordination I am learning to throw, catch and kick with accuracy I am learning pass, bat and aim a ball I am learning to play games involving balls e.g. tennis, football I am learning to build my strength and stamina I am learning to sit with good posture using my core strength 	<p>Early Learning Goal Gross Motor Skills</p> <ul style="list-style-type: none"> Children negotiate space and obstacles safely, with consideration for themselves and others. Children demonstrate strength, balance and co-ordination when playing. Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>I know...</p> <ul style="list-style-type: none"> Core strength helps me to balance and use my limbs independently Big muscles need to be strong to support the smaller muscles in my body Exercise will build my strength and stamina I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet Crossing the midline helps both sides of my brain to connect Both sides of my body need to work together in a co-ordinated way I need to watch the ball when throwing, catching and kicking Where my body is in relation to other people and objects

Physical Development – What do we want children to learn?

Fine Motor Skills

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to use my coordination to reach out for objects I am learning to eat finger food I am learning to try new foods I am learning to try new tastes and textures I am learning to bring objects towards my mouth I am learning to pass objects from one hand to another I am learning to drop objects and pass them to another person I am learning to explore a range of tools I am learning to feed myself using a spoon I am learning to do up my Zip on a coat 	<ul style="list-style-type: none"> I am learning to isolate each of my fingers I am learning to build my finger strength I am learning to develop wrist stability and strength I am learning to choose which is my dominant hand I am learning to develop a pincer grip I am learning to draw lines and circles I am learning to draw a simple representation of myself I am learning to use one handed tools I am learning to hold writing tools using a tripod grip I am learning to control writing tools using a tripod grip I am learning to copy some letter shapes I am learning to put on my coat/apron and do up the zip I am learning to manage some fastenings on clothing I am learning to use scissors to cut simple lines and shapes 	<ul style="list-style-type: none"> I am learning to control and manipulate different tools safely I am learning to handle equipment and writing tools with dexterity I am learning to use anti-clockwise movements in my drawing and writing I am learning to retrace vertical lines in my drawing and writing I am learning to draw intersecting lines and simple shapes I am learning to draw a representation of myself to include a head, body and limbs I am learning to consistently use a tripod grip to control writing tools I am learning to form recognisable letters I am learning to form my letters correctly I am learning to use scissors to cut more complex lines, shapes and materials 	<p>Early Learning Goal</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Children use a range of small tools, including scissors, paint brushes and cutlery. Children begin to show accuracy and care when drawing. <p>I know...</p> <ul style="list-style-type: none"> I have fingers and thumbs and that they can each work separately My wrists and fingers need to be strong to manipulate small tools and objects Which fingers form a pincer grip Which fingers form a tripod grip

Physical Development

By the end of Foundation Stage I can...

Throw, catch and kick a ball.

Negotiate space and obstacles safely.

Balance using my core stability.

Use a tripod/efficient pencil grip.

Draw with accuracy.

Move in a variety of ways.

Cross the mid-line.

Demonstrate strength and stamina.

Demonstrate upper body strength.

Control a variety of tools.

Co-ordinate both sides of my body to do different things at the same time



Literacy

Reading and Comprehension - The Big Picture

Intent Statement

At St. Christopher's EYFS and Sunflowers we want our children to develop a life-long love of reading and to engage in reading for pleasure. Not only is reading one of life's greatest pleasures, it is an essential skill for later life. In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading
- Fostering a love of books by sharing and talking about texts
- Immersing children in sounds, words, rhythm, rhyme and song
- Modelling the pleasure and joy that books provide
- Demonstrating that text has meaning
- Showing the characteristics of a fluent reader
- Providing a wide range of high-quality texts for children to explore

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>It is crucial for children to develop a life-long love of reading.</p> <p>Reading consists of two dimensions: language comprehension and word reading.</p> <p>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.</p> <p>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.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Mechanics of Reading:</p> <p>I know...</p> <ul style="list-style-type: none">• How to handle books• Reading starts from left to right and top to bottom• Print carries meaning• The link between graphemes and phonemes• Letters and combinations of letters make sounds and when blended together make words• Some common irregular words <p>Characteristics of Books:</p> <p>I know...</p> <ul style="list-style-type: none">• The job of an author• The job of an illustrator• The title is what the book is called• The blurb is a summary of the book• Which books I like and which books I dislike• Books are grouped into different genres• Fiction books tell stories• Non-fiction books provide information	<p>EARLY LEARNING GOALS:</p> <p>Comprehension</p> <ul style="list-style-type: none">• Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Children anticipate - where appropriate - key events in stories.• Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none">• Children say a sound for each letter in the alphabet and at least 10 digraphs.• Children read words consistent with their phonic knowledge by sound-blending.• Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy – What do we want children to learn?

Comprehension

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
	<ul style="list-style-type: none"> • I am learning to listen and respond to stories, rhymes and poems • I am learning to talk about which stories I like • I am learning to join in with the repeated parts of a familiar story, rhyme or poem • I am learning to talk about key events in a familiar story rhyme or poem • I am learning to act out parts of familiar stories or rhymes • I am learning to retell a familiar story using some vocabulary from the text 	<ul style="list-style-type: none"> • I am learning to listen more attentively to stories • I am learning to retell familiar stories • I am learning to discuss my views and ideas about the stories I have heard • I am learning to anticipate key events in a story or rhyme • I am learning to use vocabulary from texts in a range of different contexts • I am learning to make up my own endings to stories • I am learning to talk about settings, events and characters • I am learning to tell stories orally using vocabulary from books I have had read to me 	<p>EARLY LEARNING GOAL: Word Reading</p> <ul style="list-style-type: none"> • Children say a sound for each letter in the alphabet and at least 10 digraphs. • Children read words consistent with their phonic knowledge by sound-blending. • Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>I know...</p> <ul style="list-style-type: none"> • How to handle books • Reading starts from left to right and top to bottom • Print carries meaning • The link between graphemes and phonemes • Letters and combinations of letters make sounds and when blended together make words • Some common irregular words • The names and sounds of letters of the alphabet

Literacy – What do we want children to learn?

Word Reading

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
	<ul style="list-style-type: none"> • I am learning to discriminate between sounds • I am learning to develop my auditory memory • I am learning to copy a sequence of sounds • I am learning to recognise that some words sound the same • I am learning to make a set of rhyming words • I am learning to recognise that some words start with the same sound • I am learning to identify syllables in a word • I am learning to keep in time to a beat • I am learning to join in rhythmically with songs and rhymes • I am learning to recognise familiar words and signs • I am learning to work from left to right and top to bottom • I am learning to hold a book the right way up and turn pages in order 	<ul style="list-style-type: none"> • I am learning to recall a sequence of sounds • I am learning to continue a rhyming string • I am learning to copy a simple rhythm • I am learning to hear and say initial sounds in words • I am learning to identify initial, middle and end sounds • I am learning to segment sounds in simple words and blend them together • I am learning which letter shapes represent sounds • I am learning the names and sounds of letters of the alphabet • I am learning to link graphemes to phonemes • I am learning to read and understand simple sentences • I am learning to read some common irregular words 	<p>EARLY LEARNING GOAL:</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Children anticipate - where appropriate - key events in stories. • Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>I know...</p> <ul style="list-style-type: none"> • How to handle books • Words carry meaning • The meaning of different words • Some words can have more than one meaning • Story telling vocabulary • Stories have a beginning, middle and an end • The job of an author • The job of an illustrator • The title is what the book is called • The blurb is a summary of the book • Which books I like and which books I dislike

		<ul style="list-style-type: none">• Books are grouped into different genres• Fiction books tell stories• Non-fiction books provide information• The difference between fiction and non-fiction texts
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Literacy - Reading

By the end of Foundation Stage I can...

Make a link
between
graphemes and
phonemes.

Read from
left to right
and top to
bottom.

Balance using
my core
stability.

Use vocabulary
from book in my
talk about writing.

Segment and
blend.

Talk about
what i have
read.

Predict what
might happen
in a story.

Understand
what I have
read.

Retell stories i
have heard.

Read some common
regular and
irregular words
with some fluency.

Writing - The Big Picture

Intent Statement

At St. Christopher's EYFS and Sunflowers we know it is an exciting moment when a child picks up a pen or pencil and begins to experiments with different shaped marks and squiggles because they have something to share. It is also one of the most important things a child will learn to do. In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons to write
- Ensuring that writing tools and materials are readily available
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- Developing children's vocabulary by rehearsing orally what they are going to write

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>It is crucial for children to develop a life-long love of reading.</p> <p>Reading consists of two dimensions: language comprehension and word reading.</p> <p>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.</p> <p>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.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Mechanics & Characteristics of Writing:</p> <p>I know...</p> <ul style="list-style-type: none">• How a tripod grip is formed• How phonemes are represented• How letters are formed correctly• Writing goes from left to right and top to bottom• Writing has meaning• The alphabetic code• When to use capital letters and full stops• Some simple types of punctuation• There are spaces between words in writing• Some spelling rules• Words are units of meaning• Adjectives can make my writing more interesting• Different ways writing can be represented• Stories have a beginning, middle and an end• How some common regular and irregular words are spelt• How many words are in the sentence I say• The different features of different types of writing	<p>EARLY LEARNING GOAL:</p> <p>Writing</p> <ul style="list-style-type: none">• Children write recognisable letters, most of which are correctly formed.• Children 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.

Literacy – What do we want children to learn?

Writing

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
	<ul style="list-style-type: none"> • I am learning to talk about the marks that I make • I am learning to use some shapes in my writing • I am learning that a sentence has lots of words • I am learning to represent the initial sound of a word correctly in my writing • I am learning to write some letters of my first name 	<ul style="list-style-type: none"> • I am learning to represent sounds with letter shapes • I am learning to write the same number of words on my paper as in my spoken sentence • I am learning to write sounds in the correct sequence to spell words • I am learning to form lower case and uppercase letters correctly • I am learning to write my own name in full • I am learning to write labels and captions • I am learning to write simple sentences • I am learning to spell words phonetically in my writing • I am learning to write regular and irregular common words • I am learning to use some full stops and capital letters in my writing 	<p>EARLY LEARNING GOAL: Comprehension</p> <ul style="list-style-type: none"> • Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Children anticipate - where appropriate - key events in stories. • Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>I know...</p> <ul style="list-style-type: none"> • How to handle books • Words carry meaning • The meaning of different words • Some words can have more than one meaning • Story telling vocabulary • Stories have a beginning, middle and an end • The job of an author • The job of an illustrator • The title is what the book is called • The blurb is a summary of the book • Which books I like and which books I dislike • Books are grouped into different genres • Fiction books tell stories • Non-fiction books provide information • The difference between fiction and non-fiction texts

Literacy - Writing

By the end of Foundation Stage I can...

Make a link between graphemes and phonemes.

Use imaginative ideas in my writing.

Hold a sentence in my head.

Leave spaces between words.

Spell regular and irregular words.

Use a tripod/efficient pencil grip.

Control and manipulate a writing tool.

Use and talk about the features of different types of writing..

Form lowercase and uppercase letters correctly using anti-clockwise movements and retracing vertical lines.

Use some capital letters and full stops in my writing.

Write a sentence or a series of connected sentences that can be read by others.

Mathematics

Mathematics - The Big Picture

Intent Statement

At St. Christopher's EYFS and Sunflowers we understand the importance of children developing a strong grounding in number in order that they develop the necessary building blocks to develop mathematically. In Early Years we develop fluent mathematicians who have a deep conceptual understanding of number. We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practise, rehearse and apply mathematical knowledge and skills
- Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
- Encouraging them to think logically so that they can make connections and solve problems
- Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas
- Supporting children to see where mathematics can be found in the world around them

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.</p> <p>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.</p> <p>By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting</p> <p>- children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</p> <p>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.</p> <p>It is important that children:</p>	<p>Early Comparison: I know...</p> <ul style="list-style-type: none">• Objects can be sorted into different groups using different criteria• What is the same and what is different• What 'lots' and 'not many' of something looks like <p>Early Pattern: I know...</p> <ul style="list-style-type: none">• Patterns are repeated• Patterns can be continued• Patterns follow a sequence <p>One to one Correspondence: I know...</p> <ul style="list-style-type: none">• How to match one object to another object or person• How to match one number name to each object when counting <p>Role Counting: I know...</p> <ul style="list-style-type: none">• The order of numbers• Number names <p>Counting: I know...</p> <ul style="list-style-type: none">• The last number I say is the total amount• When to stop when counting out from a larger group• Anything can be counted <p>Subitising: I know...</p> <ul style="list-style-type: none">• How many are in a group without having to count• That the same	<p>EARLY LEARNING GOALS:</p> <p>Number</p> <ul style="list-style-type: none">• Children have a deep understanding of number to 10, including the composition of each number.• Children subitise (recognise quantities without counting) up to 5.• Children automatically recall (without reference to rhymes, counting or other aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none">• Children verbally count beyond 20, recognising the pattern of the counting system• Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Children explore and represent patterns within numbers up to 10, including evens and odds, double facts

<ul style="list-style-type: none"> • 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 • Are not afraid to make mistakes 		
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Mathematics – What do we want children to learn?

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<p>Nominality:</p> <ul style="list-style-type: none"> • I may be aware of some number names. <p>Ordinality:</p> <ul style="list-style-type: none"> • I can join in with some simple number rhymes. <p>Cardinality:</p> <ul style="list-style-type: none"> • I notice and react to changes in amount. • I can notice and label groups of 1 or 2. • I begin to use my fingers to show 0, 1 or 2 without counting. 	<p>Nominality:</p> <ul style="list-style-type: none"> • I know number names to 5. <p>Ordinality:</p> <ul style="list-style-type: none"> • I can say the number names 0-5 in order. • I know some songs and rhymes using number names forwards and backwards. • I can compare two groups and say if they are the same or different. • I can link numerals (0-5) to number names. <p>Cardinality:</p> <ul style="list-style-type: none"> • I can subitise to 3 (using a range of representations). • I can label amounts using number names ((0-3). • I can identify a smaller number within an amount to 3. • I know when a set is re-arranged the total is the same (to 3). • I can count actions/sounds(to 3). • I can apply mathematical knowledge in everyday situations. 	<p>Nominality:</p> <ul style="list-style-type: none"> • I know number names to 20 and beyond. <p>Ordinality:</p> <ul style="list-style-type: none"> • I can say the number names in order to 20 and beyond. • I can recite the numbers in order backwards from 20. • I know some songs and rhymes using number names forwards and backwards. • I can explore the ordinality of numbers using real life examples e.g. calendar, thermometer, clocks etc. <p>Cardinality:</p> <ul style="list-style-type: none"> • I can compare groups and say whether they are the same, more or less/fewer. • I recognise that when a set is re-arranged the total is the same (to at least 5). • I can explore and represent odd and even numbers to 10. • I can explore and represent doubles of numbers to 10. 	<p>EARLY LEARNING GOAL:</p> <p>Number</p> <ul style="list-style-type: none"> • Children have a deep understanding of number to 10, including the composition of each number. • Children subitise (recognise quantities without counting) up to 5. • Children automatically recall (without reference to rhymes, counting or other aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Children verbally count beyond 20, recognising the pattern of the counting system • Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

		<ul style="list-style-type: none">• I can explore and represent how quantities can be shared equally.• I can recall number bonds to 5 and some to 10.• I am learning to match numerals to quantities (to at least 10).• I can count actions/sounds (to 10).• I can identify smaller numbers within an amount (to 10).• I can partition a number in different ways (to 10).• I can create and label amounts using a tens frame.• I can combine 2 amounts to find a total (addition).• I can remove an amount from a set and find out what is left (subtraction).• I am learning to use my mathematical knowledge in everyday contexts.	
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Mathematics – What do we want children to learn?

Shape, Space and Measure

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes
<ul style="list-style-type: none">I am learning to explore objects by stacking and posting.I can look for things which have moved out of sight.I am beginning to predict what happens next in predictable situations.I notice when shapes are the same.I respond to size.I am learning to complete a simple puzzle.I am learning to build using a range of resourcesI can show an interest in size, weight and capacity in everyday play.I notice patterns in everyday life e.g. polka dots, stripes etc	<ul style="list-style-type: none">I can notice and talk about patterns.I can copy and continue repeating patterns.I am learning to talk about and explore 2D and 3D shapes using informal and mathematical language.I am learning to group shapes according to their properties.I am learning to select shapes appropriately e.g. flat surfaces for building.I am learning to combine shapes to make new ones.I am learning to make comparisons between objects relating to size, length, weight and capacityI am learning that measurements can be described in different ways.I am learning to apply my mathematical knowledge in everyday situations.	<ul style="list-style-type: none">I am learning to talk about and explore 2D and 3D shapes using informal and mathematical language.I am learning to group shapes according to their properties.I am learning to select, rotate and manipulate shapes to develop spatial reasoning skills.I am learning to compose and decompose shapes so that children recognise shapes within shapes.I am learning to continue, copy and create repeating patterns (AABAAB).I can notice mistakes in a repeating pattern.I am learning to compare length, weight and capacity.I am learning to make comparisons between objects relating to size, length, weight and capacityI am learning that measurements can be described in different ways.I am learning to apply my mathematical knowledge in everyday situations.

Mathematics

By the end of Foundation Stage I can...

Read and write numbers.

Give reasons for my answers.

Recognise an amount without counting.

Calculate

Talk about shape and measure using some mathematical language.

Estimate

Identify and talk about number patterns.

Solve problems

Recognise an amount in different arrangements.

Sequence numbers

Sort and match.

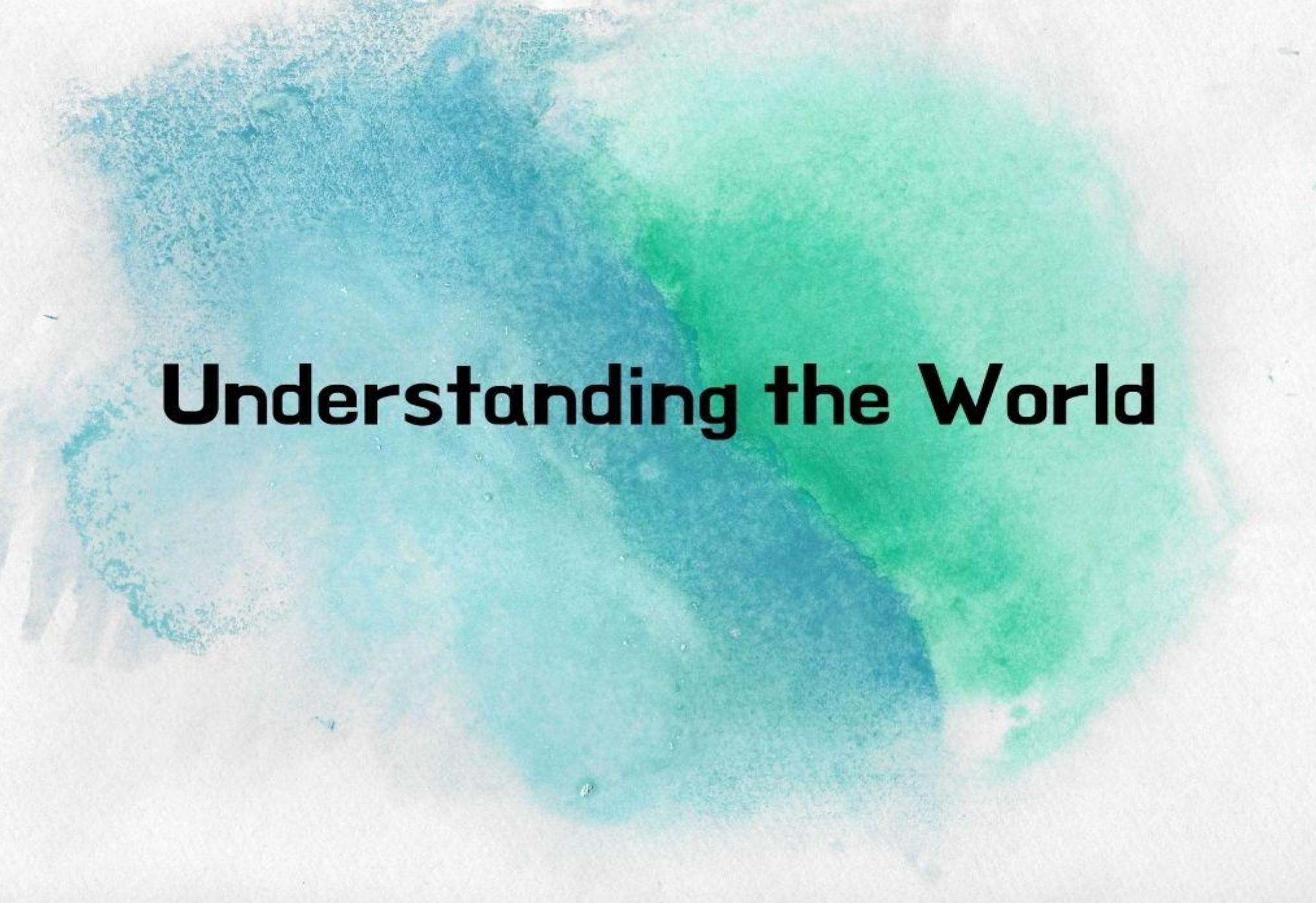
Recall number bonds to 10.

Add and subtract numbers.

Count

Partition numbers

Compare quantities



Understanding the World

History - The Big Picture

Intent Statement

In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's innate desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Introducing them to well known historical figures and events both within and beyond living memory
- Cultivating children's curiosity about people and events within and beyond their living memory
- Exploring historical information and artefacts to ask questions and draw conclusions

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p>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.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> <p>Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Passing of Time: I know...</p> <ul style="list-style-type: none">• Time is measured in units• Time has a pattern e.g. days of the week, months of the year• About annual events e.g. birthday, Christmas• How time and events can be sequenced in chronological order from earliest to latest• Things were different in the past• The vocabulary that describes time <p>Sense of Identity: I know...</p> <ul style="list-style-type: none">• My place in history• There is a past before I was born• Things were different in the past to how they are now• About significant events in my life <p>Historical Figures and Events: I know...</p> <ul style="list-style-type: none">• How to use information to find out about events and people in the past• About significant events and people in the past• Historical events and people have a significant place in our History	<p>EARLY LEARNING GOAL:</p> <p>Past and Present</p> <ul style="list-style-type: none">• Children talk about the lives of the people around them and their roles in society.• Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Children understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World – What do we want children to learn?

History

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to recognise similarities and differences to others I am learning to talk about myself I am learning what might happen next I am learning to recognise where my parents work and what they do 	<ul style="list-style-type: none"> I am learning to talk about myself as a baby I am learning to compare myself now and when I was a baby I am learning to talk about past and present events that happened in my own life I am learning to talk about past and present events that happened in the lives of familiar people I am learning to talk about people I know and the jobs they do 	<ul style="list-style-type: none"> I am learning to describe different jobs that people do and why they are important I am learning to talk about how people lived in the past I am learning to talk about the similarities between things in the past and things now I am learning to talk about the differences between things in the past and things now I am learning to talk about significant people and events in the past I am learning to sequence some significant historical events 	<p>EARLY LEARNING GOAL:</p> <p>Past and Present</p> <ul style="list-style-type: none"> Children talk about the lives of the people around them and their roles in society. Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Passing of Time: I know...</p> <ul style="list-style-type: none"> Time is measured in units Time has a pattern e.g. days of the week, months of the year About annual events e.g. birthday, Christmas How time and events can be sequenced in chronological order from earliest to latest Things were different in the past The vocabulary that describes time <p>Sense of Identity: I know...</p> <ul style="list-style-type: none"> My place in history There is a past before I was born That things were different in the past to how they are now About significant events in my life <p>Historical Figures and Events: I know...</p>

			<ul style="list-style-type: none">• How to use information to find out about events and people in the past• About significant events and people in the past• Historical events and people have a significant place in our history
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Understanding the World - History

By the end of Foundation Stage I can...

Sequence events in the right order.

Use time vocabulary.

Use information in books to talk about life in the past.

Talk about myself in a historical sense e.g. this year I am 3, last year I was 2 and next year I'll be 4.

Recall historical facts.

Talk about the roles people have in society.

Draw conclusions about what I have found out.

Talk about significant historical people and events.

Compare similarities and differences.

Use comparative language of the past, present and the future.

Ask questions to find out more.

Geography - The Big Picture

Intent Statement

Geography is for everyone. It helps explain, inspire and address curiosity about Earth. It is important that we foster in children a sense of awe and wonder at the world around them and give them an overview of the big ideas involved in the study of Geography. At St. Christopher's EYFS and Sunflowers we capitalise on children's fascination and interest in their surroundings and the world in which they live by:

- Encouraging an appreciation of the natural world and recognising its similarities and differences
- Fostering a sense of awe and wonder about the world in which they live
- Developing an appreciation of other people, their communities and their traditions
- Enhancing children's sense of responsibility for the care of their own environment and the impact it has on the whole world
- An awareness that different people have different perspectives on the world
- Global citizenship – fostering an awareness and understanding of the wider world - and their place in it. (Oxfam)

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p>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.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> <p>Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>I know...</p> <ul style="list-style-type: none">• Where I live• The key features of where I live• About the significant places within my community• How to get from one key place to another• The vocabulary I need to use to direct others• The capital city of the country I live in• The different key features of cities, towns and villages• The names of different countries around the world• Different countries have different key features• How countries are connected• How to travel between countries• People I know have different customs and traditions• People in different countries have different customs and traditions• About different weather conditions in the UK• There are four seasons and the key features of them• The key features of different climates around the world• Some simple things I can do to help look after the planet• Human actions can help or destroy the planet	<p>EARLY LEARNING GOAL: People, Cultural and Communities</p> <ul style="list-style-type: none">• Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Children 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.• Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.

Understanding the World – What do we want children to learn?

Geography

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to recognise where I was born / where I live I am learning different types of weather/seasons I am learning about different family celebrations 	<ul style="list-style-type: none"> I am learning to notice the features of my immediate environment I am learning to talk about the features of my immediate environment I am learning to use maps of my immediate environment to identify different features and landmarks I am learning to use maps and non fiction books to find out about the country I live in I am learning to talk about the features of my own country I am learning to talk about different religions and cultures I am learning to talk about how people celebrate traditions differently 	<ul style="list-style-type: none"> I am learning to describe the features of my immediate environment in detail I am learning to use maps of my immediate environment to find out more about it I am learning to use maps and non fiction texts to find out about other countries I am learning to describe life in different countries I am learning to compare living in this country to living in another country I am learning to compare similarities and differences between different religions and cultures 	<p>EARLY LEARNING GOAL: People, Cultural and Communities</p> <ul style="list-style-type: none"> Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children 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. Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps. <p>I know...</p> <ul style="list-style-type: none"> Where I live The key features of where I live About the significant places within my community How to get from one key place to another The vocabulary I need to use to direct others The capital city of the country I live in The different key features of cities, towns and villages The names of different countries around the world Different countries have different key features How countries are connected How to travel between countries

		<ul style="list-style-type: none">• People I know have different customs and traditions• People in different countries have different customs and traditions• The key features of different climates around the world
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Understanding the World - Geography

By the end of Foundation Stage I can...

Talk about what it is like to live in this country.

Use a map to find out simple information.

Talk about what it is like to live in another country.

Talk about the key features of the country I live in..

Compare similarities and differences.

Talk about similarities and differences between people's religions and cultures.

Talk about where I live and the key features of the local environment.

Use comparative language of the past, present and the future.

Science - The Big Picture

Intent Statement

Throughout the UK, it is acknowledged that not enough people are choosing to study STEM related subjects after 16. It is important to help instil an attitude of inquiry from an early age. Children are naturally curious about their world, so here at St. Christopher's EYFS and Sunflowers, we give them plenty of opportunities to explore and to learn through play. In an era when technical and scientific skills are increasingly important in the work force, exposing children to Science, Technology, Engineering and Mathematics (STEM) learning in the early years is key. In Early Years we capitalise on children's thrill of discovery and their instinctive desire to know, understand and find out more by:

- Providing freedom to explore, investigate and experiment using the five senses
- Cultivating children's curiosity about how and why things work and how things change
- Encouraging questioning, testing out of ideas and drawing conclusions
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p>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.</p> <p>As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> <p>Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Living things: I know...</p> <ul style="list-style-type: none">• Internal and external body parts in humans• The names of the different parts of plants and animals• The features of plants and animals• Living things can be sorted into different groups• What living things need to survive• How to keep healthy• About life cycles <p>Materials: I know...</p> <ul style="list-style-type: none">• What objects are made from• The properties of different materials• How different materials can be used• Materials can be sorted into different groups <p>Changes: I know...</p> <ul style="list-style-type: none">• Changes can be reversible and irreversible• The relationship between cause and effect• The characteristics of the four seasons• The characteristics of different weather types	<p>EARLY LEARNING GOAL: The Natural World</p> <ul style="list-style-type: none">• Children explore the natural world around them, making observations and drawing pictures of animals and plants.• Children 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.• Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World – What do we want children to learn?

Science

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to explore natural materials indoors and outdoors I am learning to explore wet and dry sand I am learning to explore water play I am learning to jump in puddles I am learning to explore insects and plants in our environment I am learning to explore a wide range of textures / media using my whole body I am learning that plants are living and need looking after 	<ul style="list-style-type: none"> I am learning to use my senses to explore natural materials I am learning to use my senses to explore living things I am learning to notice things in the natural world I am learning to talk about how things look, feel, sound and smell I am learning to ask questions and make comments about the world around me I am learning to talk about how things grow and change I am learning to notice and talk about changes that I notice I am learning to talk about different weathers and seasons I am learning to take care of living things 	<ul style="list-style-type: none"> I am learning to look closely at the natural world and record my observations through drawing I am learning to describe the natural world using my senses I am learning to look closely and notice how some things are the same and some are different I am learning to talk about similarities and differences I am learning to describe the features of different environments I am learning to compare different environments I am learning to describe the features of plants and animals I am learning to give reasons for changes that I notice I am learning to describe and compare the seasons I am learning to talk about how the seasons effect the natural world I am learning to talk about ways to look after the natural world 	<p>EARLY LEARNING GOAL:</p> <p>The Natural World</p> <ul style="list-style-type: none"> Children explore the natural world around them, making observations and drawing pictures of animals and plants. Children 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. Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Living things: I know...</p> <ul style="list-style-type: none"> Internal and external body parts in humans The names of the different parts of plants and animals The features of plants and animals Living things can be sorted into different groups What living things need to survive About life cycles Some simple things I can do to help look after the planet Human actions can help or destroy the planet <p>Materials: I know...</p> <ul style="list-style-type: none"> What objects are made from The properties of different materials

			<ul style="list-style-type: none">• How different materials can be used• Materials can be sorted into different groups <p>Changes: I know...</p> <ul style="list-style-type: none">• Changes can be reversible and irreversible• The relationship between cause and effect• The characteristics of the four seasons• The characteristics of different weather types
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Understanding the World - Science

By the end of Foundation Stage I can...

Talk about the properties of materials.

Name the parts of plants and animals.

Make a sensible prediction.

Record findings.

Talk about reversible and irreversible changes.

Draw conclusions.

Talk about similarities and differences.

Observe, notice and make comparisons.

Carry out an investigation.

Talk about the features of the natural world.

Talk about the characteristics of weather and the seasons..

Expressive Arts and Design

Art - The Big Picture

Intent Statement

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. Across St. Christopher's EYFS and Sunflowers we capitalise on children's natural excitement for and freedom to express their thoughts, ideas and inner feelings as artists by:

- Providing children with opportunities to explore and experiment with different media and materials
- Encouraging children to be inventive and imaginative allowing them to express their creativity in ways that are personal to them
- Allowing children to use their own imagination to be uninhibited artists
- Exposing children to work from a wide range of artists and genres

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>The development of children's artistic and cultural awareness supports their imagination and creativity.</p> <p>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.</p> <p>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.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>General: I know...</p> <ul style="list-style-type: none">• About famous artists• Artists use different techniques <p>Colour: I know...</p> <ul style="list-style-type: none">• The names of primary and secondary colours• How to mix different colours• How to make different tones and shades of colours <p>Lines: I know...</p> <ul style="list-style-type: none">• There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag• How to draw different types of lines• How to join lines to create shapes to make a picture <p>Shape: I know...</p> <ul style="list-style-type: none">• Shapes are made from lines that are joined together• Lines and shapes create representations <p>Form: I know...</p> <ul style="list-style-type: none">• 2D representations are flat and 3D representations are solid• How 3D representations can be created using e.g. malleable materials, junk modelling• How to use different materials to express my ideas• Malleable materials can be moulded into different shapes <p>Texture: I know...</p> <ul style="list-style-type: none">• Materials have different textures• Texture can enhance and add interest• Texture can engage the senses	<p>EARLY LEARNING GOAL: Creating with Materials</p> <ul style="list-style-type: none">• Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Children share their creations, explaining the process they have used.• Children make use of props and materials when role playing characters in narratives and stories.

- Combining materials can create different textures

Expressive Art and Design – What do we want children to learn?

Art

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> • I am learning to explore paint using fingers and body parts • I am learning to make marks with intention, using media • I am learning to give meaning to marks I make • I am learning to recognise familiar faces and patterns • I am learning to pretend play using my imagination • I am learning to pretend one object represents another 	<ul style="list-style-type: none"> • I am learning to explore different media • I am learning to explore different textures • I am learning to explore colour • I am learning to use malleable materials to represent my ideas • I am learning to use a variety of tools • I am learning to experiment with different techniques • I am learning to draw different lines • I am learning to use lines to draw shapes • I am learning to use simple shapes in my drawings • I am learning to draw a person with some features • I am learning to represent my ideas using 3D materials • I am learning to talk about what I am doing • I am learning to use props when I am pretending 	<ul style="list-style-type: none"> • I am learning to mix colours to create tones and shades • I am learning to combine different lines and shapes in my drawings • I am learning to draw a person with a head, body, arms, legs and facial features • I am learning to create different textures in my creations • I am learning to combine different media and materials to create different effects • I am learning to experiment with a range of tools, safely, to create different effects • I am learning to explore and experiment with different techniques • I am learning to create 3D representations in different ways using different media • I am learning to mould and sculpt with malleable materials • I am learning to extend my role play by using different props and materials • I am learning to describe and explain the processes I have used in my creations 	<p>CREATING WITH MATERIALS EARLY LEARNING GOAL</p> <ul style="list-style-type: none"> • Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children share their creations, explaining the process they have used. • Children make use of props and materials when role playing characters in narratives and stories. <p>General: I know...</p> <ul style="list-style-type: none"> • About famous artists • Artists use different techniques <p>Colour: I know...</p> <ul style="list-style-type: none"> • The names of primary and secondary colours • How to mix different colours • How to make different tones and shades of colours <p>Lines: I know...</p> <ul style="list-style-type: none"> • There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, fat, thin, wavy, zig zag • How to draw different types of lines • How to join lines to create shapes to make a picture <p>Shape: I know...</p> <ul style="list-style-type: none"> • Shapes are made from lines that are joined together • Lines and shapes create representations <p>Form: I know...</p> <ul style="list-style-type: none"> • 2D representations are flat and 3D representations are solid • How 3D representations can be created using e.g. malleable materials, junk modelling • How to use different materials to express my ideas • Malleable materials can be moulded into different shapes

			<p>Texture: I know...</p> <ul style="list-style-type: none">• Materials have different textures• Texture can enhance and add interest• Texture can engage the senses• Combining materials can create different textures
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Expressive Art & Design - Art

By the end of Foundation Stage I can...

Mould and sculpt..

Express my imagination and creativity.

Use props and materials in my role play.

Combine different materials to create different textures.

Draw myself to include head, arms, legs, body and different facial features.

Use different techniques.

Share and talk about my creations.

Talk about famous artists.

Create 2D and 3D representations.

Explain the processes I use.

Express my own ideas.

Control and manipulate different tools.

Make different tones and shades of colours.

Draw different types of lines and shapes with control.

Design Technology - The Big Picture

Intent Statement

In Early Years we capitalise on children's natural intuition to be creative, inventive and innovative by:

- Introducing them to the designed and made world and how things work
- Providing children with a purpose to design, make and evaluate functional products
- Encouraging children to investigate and explore a wide range of materials and tools
- Supporting children to find original solutions using resources in unique ways
- Nurturing children's confidence to try new things
- Fostering children's resourcefulness and resilience to enable them to take risks and learn from their mistakes

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>The development of children's artistic and cultural awareness supports their imagination and creativity.</p> <p>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.</p> <p>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.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>Design: I know...</p> <ul style="list-style-type: none">• Designs need to be thought about and planned• Designs can be changed and modified• The properties and uses of different materials• What different tools can be used for <p>Make: I know...</p> <ul style="list-style-type: none">• Materials can be used for joining• How to join materials together• Materials can be modified or changed• Products can move, light up, be structurally sound, and be safe and healthy• Some objects can move independently and some can be made to move• How to make a structure strong and stable• How to make a structure balance• Materials can be used for different things and manipulated in different ways• The possibilities and limitations of different materials• How different tools can be used <p>Evaluate: I know...</p> <ul style="list-style-type: none">• Evaluations can lead to improvements• The criteria for success	<p>EARLY LEARNING GOAL:</p> <p>Creating with Materials</p> <ul style="list-style-type: none">• Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Children share their creations, explaining the process they have used.• Children make use of props and materials when role playing characters in narratives and stories.

Expressive Art and Design – What do we want children to learn?

Design Technology

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to explore different materials I am learning to use and explore a variety of tools I am learning to make simple models using a range of materials I am learning to have my own ideas I am learning to use my imagination to determine what to do with a range of materials and media 	<ul style="list-style-type: none"> I am learning to use different materials in a variety of ways I am learning to control and manipulate a variety of tools I am learning to experiment with different techniques I am learning to join materials I am learning to make structures I am learning to talk about my ideas I am learning to talk about my plans I am learning to solve problems I am learning to try different ways of doing things 	<ul style="list-style-type: none"> I am learning to choose the most appropriate materials for a task I am learning to manipulate materials in different ways I am learning to join materials in different ways I am learning to make structures strong and stable I am learning to plan before I make I am learning to talk about my design I am learning to change and modify my designs when necessary I am learning to solve problems I am learning to be resilient when things go wrong I am learning to take risks I am learning to learn from my mistakes 	<p>EARLY LEARNING GOAL: Creating with Materials</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories. <p>Design: I know...</p> <ul style="list-style-type: none"> Designs need to be thought about and planned Designs can be changed and modified The properties and uses of different materials What different tools can be used for Make: I know... Materials can be used for joining How to join materials together Materials can be modified or changed Products can move, light up, be structurally sound, and be safe and healthy Some objects can move independently and some can be made to move How to make a structure strong and stable How to make a structure balance Materials can be used for different things and manipulated in different ways The possibilities and limitations of different materials How different tools can be used

		<p>Evaluate: I know...</p> <ul style="list-style-type: none">• Evaluations can lead to improvements
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Expressive Art & Design - Design Technology

By the end of Foundation Stage I can...

Solve problems.

Express my imagination.

Talk about reversible and irreversible changes.

Join materials together.

Be creative and innovative.

Evaluate my work so I can make improvements.

Share and talk about my creations.

Control and manipulate different tools.

Design and plan.

Make a structure strong, stable and balance.

Talk about and identify what different materials can be used for.

Music - The Big Picture

Intent Statement

Research undertaken the University of London has clearly demonstrated the cognitive benefits that music gives young children, especially those in the younger years. In Early Years we capitalise on children's innate desire to listen to, make and explore sound by:

- Providing freedom for children to be curious, experimenting with and creating their own music
- Reinforcing children's responses to sounds and encouraging composition and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>The development of children's artistic and cultural awareness supports their imagination and creativity.</p> <p>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.</p> <p>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.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>General: I know...</p> <ul style="list-style-type: none">• The names of different untuned and tuned instruments• How to play different untuned and tuned instruments• Untuned and tuned instruments make different sounds• How musical notes are represented• What a conductor does• The words to different songs <p>Sound: I know...</p> <ul style="list-style-type: none">• Sound can be changed• Sound can be made by different things• Sound can be made in different ways• Sound can be at different speeds• Sound can be combined• Sound can be at different volumes• Sound can be at different durations• Sound can be at different pitches• Sound can create different rhythms• Sound can create different patterns• Sound can be repeated• Sound can have a vibration• Sound can create beats• Sound can be recorded	<p>EARLY LEARNING GOAL: Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Children invent, adapt and recount narratives and stories with peers and their teacher.• Children sing a range of well-known nursery rhymes and songs.• Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Expressive Art and Design – What do we want children to learn?

Music

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to show attention to a range of different sounds I am learning to pay attention to a range of different music I am learning to emotionally respond to a change in music. I am learning to make sounds to music I am learning to anticipate the correct actions to songs and music I am learning to anticipate the words to songs and rhymes I am learning to join in singing using sounds and words I am learning to make repetitive sounds 	<ul style="list-style-type: none"> I am learning to express myself through music I am learning to experiment with sounds I am learning to listen carefully and respond to the sounds that I hear I am learning to talk about what I think about the sounds that I hear I am learning to join in with rhymes and songs I am learning to sing familiar songs and rhymes by heart I am learning to make up my own simple rhymes and songs I am learning to experiment with the different sounds instruments make I am learning to keep in time to the beat I am learning to tap out a rhythm I have heard I am learning to share my music making with others 	<ul style="list-style-type: none"> I am learning to play untuned and tuned instruments I am learning to sing new songs and rhymes I am learning to compose and adapt songs I am learning to compose and adapt music I am learning to match the pitch and follow the melody of a song I am learning to express my feelings and ideas through music I am learning to talk about how different music makes me feel I am learning to express my opinions about different types of music I am learning to perform individually and in a group 	<p>EARLY LEARNING GOAL: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Children invent, adapt and recount narratives and stories with peers and their teacher Children sing a range of well-known nursery rhymes and songs Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. <p>General: I know...</p> <ul style="list-style-type: none"> The names of different untuned and tuned instruments How to play different untuned and tuned instruments Untuned and tuned instruments make different sounds How musical notes are represented What a conductor does The words to different songs <p>Sound: I know...</p> <ul style="list-style-type: none"> Sound can be changed Sound can be made by different things Sound can be made in different ways Sound can be at different speeds Sound can be combined Sound can be at different volumes Sound can be at different durations Sound can be at different pitches Sound can create different rhythms Sound can create different patterns Sound can be repeated Sound can have a vibration

		<ul style="list-style-type: none">• Sound can create beats• Sound can be recorded
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Expressive Art & Design - Music

By the end of Foundation Stage I can...

Express
opinions about
music.

Express my
imagination.

Compose and
perform.

Follow a
rhythm.

Sing with pitch
and melody.

Sing a range
of rhymes and
songs.

Play tuned and
untuned
instruments.

Share and talk
about my
creations.

Express my
imagination
and creativity.

Perform

Manipulate and
combine
sounds.

Keep a steady
beat.

Dance - The Big Picture

Intent Statement

According to an article in *Nursery World* highlighting best practice in the teaching of dance in the Early Years (2013), 'Dance expresses feelings, tells stories, demonstrates strength and power, connects people, creates ritual and celebration and, like art and music, it communicates individual and collective experience in a way that words sometimes can't. It is intrinsically linked to our early physical development, as young children experiment with movement responses to the stimulus of the world around them.' In Early Years we capitalise on children's innate desire to move by:

- Providing freedom for children to be expressive, experimenting with and creating their own series of movements
- Reinforcing children's responses to music and encouraging choreography and performance
- Cultivating children's desire to be inventive and imaginative allowing them to express their creativity in ways that are personal to them

Statutory Framework	Knowledge	End of Foundation Stage Checkpoint
<p>The development of children's artistic and cultural awareness supports their imagination and creativity.</p> <p>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.</p> <p>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.</p> <p>The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p>General: I know...</p> <ul style="list-style-type: none">• All my body parts are separate but connected• My body parts can be moved in different ways• Where I am in relation to other people and other things <p>Movement: I know...</p> <ul style="list-style-type: none">• Movements can be changed• Movements can be made using all parts of the body• Movements can be made in different ways• Movements can be at different speeds• Movements can be at different levels• Movements can be in different directions• Movements can be joined• Movements can be sequenced• Movements can be mirrored• Movements can be repeated• Movements can involve the transference of weight	<p>EARLY LEARNING GOAL:</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Children invent, adapt and recount narratives and stories with peers and their teacher.• Children sing a range of well-known nursery rhymes and songs.• Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Expressive Art and Design – What do we want children to learn?

Dance

0-3 Learning Outcomes	FS1 Learning Outcomes	FS2 Learning Outcomes	Early Learning Goal
<ul style="list-style-type: none"> I am learning to participate with simple action songs I am learning to play simple musical instruments I am learning to experiment how instruments can be played differently I am learning to dance using simple dance moves I am learning to move my body in time with music 	<ul style="list-style-type: none"> I am learning to experiment with movements I am learning to negotiate space I am learning to balance I am learning to cross the midline I am learning to copy movements I am learning to move to music I am learning to copy sequences of movement 	<ul style="list-style-type: none"> I am learning to move in different ways and in different directions I am learning to transfer my weight from one body part to another I am learning to move in time to music I am learning to create sequences of movements I am learning different dance moves I am learning to experiment with different dance techniques I am learning to create and adapt my own dances I am learning to perform individually and in a group I am learning to express myself through dance 	<p>EARLY LEARNING GOAL: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Children invent, adapt and recount narratives and stories with peers and their teacher Children sing a range of well-known nursery rhymes and songs Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. <p>General: I know...</p> <ul style="list-style-type: none"> All my body parts are separate but connected My body parts can be moved in different ways Where I am in relation to other people and other things <p>Movement: I know...</p> <ul style="list-style-type: none"> Movements can be changed Movements can be made using all parts of the body Movements can be made in different ways Movements can be at different speeds Movements can be at different levels Movements can be in different directions Movements can be joined Movements can be sequenced Movements can be mirrored Movements can be repeated Movements can involve the transference of weight

Expressive Art & Design - Dance

By the end of Foundation Stage I can...

Negotiate space.

Express my imagination and creativity.

Cross the midline.

Join and sequence different movements.

Move my body in different ways and different directions

Transfer bodyweight from one body part to another.

Share and talk about my creations.

Perform

Balance

Move in time to music.

St. Christopher's EYFS and Sunflowers: Long Term Plan 2021/2022

		Sunflowers	St. Christopher's FS1	St. Christopher's FS2
Main Theme (but not limited to...) Term 1.1 – Being Me in My World	Possible lines of enquiry...			Family Tree
	Experiences	Visit from the PRMC Dental Team	Visit the allotment Visit from the PRMC Dental Team	Exploring Four Corners Visit to the PRMC Dental Team HV Checks
	Events	Wednesday 8 th September – International Literacy Day Friday 10 th September - Gibraltar National Day Monday 13 th – Friday 17 th September – National Coding Week Friday 17 th September – Jeans for Genes Day Friday 1 st October – World Smile Day Monday 20 th – Friday 24 th September – Recycle Week October – Black History Month		
	Personal, Social & Emotional Development		Establishing the 3 golden rules – I have kind hands, feet and words. I use my manners. I look after the resources.	
	JIGSAW		Being Me in My World	
			Understanding how to be part of a group	
	Communication & Language		Circle Time Joining in with stories and rhyme Answering simple questions about family Offering contributions during small group discussions	Exploring new vocabulary Talking about families and themselves Listening skills—games and story time Exploring tenses through Plan, Do and Review
	Core Texts	Peepo Hug! Spot Three Little Pigs Poem – Splash Splash Splosh by James Carter https://childrens.poetryarchive.org/collections/bounce-and-rhyme/	So Much! Ten Little Fingers and Ten Little Toes Come on Daisy! Dear Zoo Funny Bones Red Rockets and Rainbow Jelly Three Little Pigs	Monkey Puzzle My Mum My Dad Owl Babies Six Dinner Sid Three Little Pigs All Are Welcome I am too absolutely small for school

		Poem – My Hat by Tony Mitton - https://childrens.poetryarchive.org/poem/ my-hat/	Poem The Boneyard Rap by Wes Magee https://childrens.poetryarchive.org/poem/ the-boneyard-rap/
Songs and Nursery Rhymes	To bed to bed	Miss Polly Had a Dolly The Finger Family Song	Heads, Shoulders, Knees and Toes
MFL - Spanish	Good morning song and Please and Thank you song		
	Hello and Goodbye Please and Thank you	Hello and Goodbye Please and Thank you Names for family members 1,2,3	My name is... Names for body parts Water/Milk 1,2,3,4,5
Physical Development	<ul style="list-style-type: none"> 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 small 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 		
Literacy – Reading		Talk for Writing - Three Little Pigs Story Map Identify characters in the story Recognising own name	Oral blending and segmenting Recalling details from a story.
Literacy – Writing		Initial letter of name/Some letters of my name I am learning to talk about the marks that I make Drawing Club	Writing own name Drawing Club
Phonics - RWI		Listening skills Story talk Developing auditory memory Identifying the initial sound in a word	Set 1 Speed Sounds & letter formation
Mathematics		Numerals 1, 2 & 3 2D Shapes Sorting Replicate a 2 stage pattern Order 3 things by height and length	Measures—How tall are you? Comparing heights—Who is the tallest/shortest? Counting objects and pictures—matching 1:1

			Subitizing/Composition of numbers to 5. Number rhymes Sorting the class by different features e.g. hair, eye colour etc
Understanding the World		Exploring homes from around the world Similarities and differences between friends in our group e.g. eye colour/hair colour/siblings etc What was I like as a baby? Exploring sense of touch and smell	What's inside our body? Walk around Four Corners Creating a map of Four Corners Where do you live? Who are your neighbours? Looking at countries that are near us Spain/Morocco
Expressive Art & Design		Self-Portraits – Line drawing/Transient art What is the difference between a portrait and a self portrait? Dance—exploring different genres of music Singing familiar songs—Wind the bobbin up Self portraits—line drawings, paint Mixing colours Malleable—birthday cakes Role Play—Home corner Making musical instruments—visit from musicians Designing our dream home	Self-Portraits – Line Drawing Role play—Home Corner Creating family trees Listening to different types of music—modern and older Den Building Designing and making a home Making instruments
UN Sustainable Development Goals	Goal 3: Good health and wellbeing for all at all ages Goal 4: Quality education Goal 5: Gender equality Goal 10: Reduced inequalities		

		Sunflowers	St. Christopher's FS1	St. Christopher's FS2
Main Theme (but not limited to...) Term 1.2 – Celebrating Difference	Possible lines of enquiry...			
	Experiences		Visit to Eroski Visit from RGR Band Visit from RAF FOD Awareness Making bread	Visit to HMS Dragon Visit to Morrisons Visit from RGR Band Visit from RAF FOD Awareness
	Events	4 th November – Diwali 5 th November – Bonfire Night 10 th November – World Science Day 11 th November – Remembrance Day 19 th November – Children in Need 13 th November – World Kindness Day 15 th -19 th November – World Nursery Rhyme Week 15 th – 19 th November – Road Safety Week 28 th November – start of Advent 28 th November – Hannukah 3 rd December – International Day of Persons with Disabilities 6 th December – Saint Nicholas Day 21 st December – First day of Winter		
	Personal, Social & Emotional Development		Exploring what makes us unique How can we help others? – Children in Need	

		Developing confidence when speaking in front of others	
JIGSAW		Celebrating Difference	
Communication & Language		<p>Everywhere Bear—Developing confidence when talking in front of a group</p> <p>Sharing our FS1 Learning Journal to talk about events in the recent past</p> <p>Consolidating understanding of syllables—how many syllables are in my name?</p> <p>Consolidating listening skills—sound lotto, information carrying words etc</p> <p>Learning actions and retelling The Little Red Hen</p> <p>Learning new vocabulary linked to weather, seasons and similarities and differences.</p> <p>Writing own name—Christmas Cards</p>	
Core Texts		<p>Dipal's Diwali</p> <p>The Christmas Story</p> <p>How Many Sleeps til Christmas?</p> <p>Snow/Rain/Sun by Sam Usher</p> <p>What happened to you?</p> <p>We Are All Different</p> <p>The Little Red Hen</p>	
Songs and Nursery Rhymes		<p>World Nursery Rhyme Week</p> <p>Twinkle Twinkle Little Star</p> <p>Christmas Nativity</p> <p>World Nursery Rhyme Week: Heads, Shoulders, Knees and Toes</p> <p>Incy Wincy Spider</p> <p>Wind the Bobbin</p> <p>Down in the Jungle</p> <p>Sleeping Bunnies</p>	
MFL - Spanish	Good morning song and Please and Thank you song		
	Hello and Goodbye Please and Thank you	Hello and Goodbye Please and Thank you Names for family members 1,2,3	My name is... Names for body parts Water/Milk 1,2,3,4,5

Physical Development	<ul style="list-style-type: none"> 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 small 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
Literacy – Reading	Dance Til You Drop – creating actions and movements to familiar nursery rhymes Linking movement to music – moving rhythmically Moving under, over and through different apparatus
Literacy – Writing	The Little Red Hen Recognising syllables Recognising the number of words in a sentence
Phonics - RWI	Writing own name Drawing Club – talking about the marks that I make
Mathematics	Set 1 Sounds Numerals 1, 2 & 3 2D Shapes – triangle and circle Sorting Replicate a 2 stage pattern Order 3 things by height and length
Understanding the World	Learning about some different festivals and celebrations including: Diwali, Bonfire Night, Remembrance Day, Christmas Learning about some of the different ways people celebrate e.g. music, food, decorations etc Noticing and talking about changes in the weather and seasons. Noticing and talking about changes in our environment. Visit to Supermarket and Cafe

Expressive Art & Design		<p>Designing and making a spoon puppet Acting out parts of the story The Little Red Hen Dance—learning actions to familiar songs, linking movements to music Singing—Learning songs for the Nativity Performance Role Play—Café/Party Christmas Crafts World Nursery Rhyme Week</p>	
UN Sustainable Development Goals	<p>Goal 3: Good health and wellbeing for all at all ages Goal 4: Quality education Goal 5: Gender equality Goal 10: Reduced inequalities</p>		

		Sunflowers	St. Christopher's FS1	St. Christopher's FS2
Main Theme (but not)	Possible lines of enquiry...			
	Experiences		Visit to Eroski Visit from RGR Band Visit from RAF FOD Awareness	Visit to HMS Dragon Visit to Morrisons Visit from RGR Band

		Making bread	Visit from RAF FOD Awareness
Events	30 th Jan- 6 th Feb – National Story Telling Week 01 st Feb – Chinese New Year 7 th – 13 th Feb – Children’s Mental Health Week 8 th Feb – Safer Internet Day		
Personal, Social & Emotional Development			
JIGSAW			Dreams and Goals
Communication & Language			
Core Texts			
Songs and Nursery Rhymes			
MFL - Spanish	Good morning song and Please and Thank you song		
	Hello and Goodbye Please and Thank you	Hello and Goodbye Please and Thank you Names for family members 1,2,3	My name is... Names for body parts Water/Milk 1,2,3,4,5
Physical Development	<ul style="list-style-type: none"> 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 small 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 		
		Dance Til You Drop – creating actions and movements to familiar nursery rhymes Linking movement to music – moving rhythmically Moving under, over and through different apparatus	
Literacy – Reading		The Little Red Hen Recognising syllables Recognising the number of words in a sentence	

Literacy – Writing		Writing own name Drawing Club – talking about the marks that I make	
Phonics - RWI			Set 1 Sounds
Mathematics		Numerals 1, 2 & 3 2D Shapes – triangle and circle Sorting Replicate a 2 stage pattern Order 3 things by height and length	
Understanding the World		Learning about some different festivals and celebrations including: Diwali, Bonfire Night, Remembrance Day, Christmas Learning about some of the different ways people celebrate e.g. music, food, decorations etc Noticing and talking about changes in the weather and seasons. Noticing and talking about changes in our environment. Visit to Supermarket and Cafe	
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