



Randal Cremer Primary School

EYFS Curriculum

	Nursery	Reception
Prime Areas		
PSED: Personal, Social & emotional Development		
6Ms*: Mindfulness, Making Conversation		
Making Relationships	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none"> I can play in a group (e.g. role play, joint construction activity). I can give play cues to other children (e.g. offer them a toy). I can respond to what other children say or do. I show friendly behaviour to my peers and familiar adults. I initiate conversations. I can form good relationships with my peers and familiar adults. <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none"> I initiate conversations with others. I respond to other people's comments in a conversation. I can explain what I know or think (E.g. when making, building, exploring). I can ask appropriate questions that are relevant to the topic or activity. I am beginning to try to solve a conflict with my peers (e.g. finding a compromise/taking turns). 	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none"> I can play co-operatively with other children consistently. I can take turns with others. I can think about other children's feelings when playing (i.e. not always need to be first). I show awareness of how other children and adults are feeling when we are at school. <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none"> I can play a group game with rules like waiting, taking turns, getting out (e.g. duck, duck goose, football, basketball, other circle games). I understand that children and adults can have different points of view, interests or opinions (e.g. over what is fair, what games are fun, books etc.). I can resolve a minor problem by talking, listening and finding something fair (with minimal adult support). I am developing my understanding of what bullying is (repeated behavior with the intention of hurt/harm) and I know it is wrong.



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Self Confidence & Self Awareness

Nursery Development (30-50m)

- I can select and use activities and resources with some help
- I welcome and value praise for what I have done
- I enjoy being given the responsibility of carrying out small tasks
- I am developing my confidence with new people and in new social situations
- I can ask an adult for help

Nursery Expectations (40-60m)

- I am confident to talk and share ideas with friends/classmates while playing
- I share things about my own family, home or community
- I talk to other children and adults about my interests and opinions
- I can talk about what I am good at and what I enjoy
- I can speak to a small group with growing confidence

Reception Expectations (ELGs)

- I can carry out a job/role to support our class routine and my teacher
- I can ask for help if I need it, but I'm developing my ability to try things myself first
- I have developed preferences for certain activities over others and I can explain why
- I can share my ideas with a familiar group of people
- I can select resources I need for tasks from around the classroom

Reception Exceeding Expectations (Exceeding ELGs)

- I am confident carrying out my job/role independently, and I can support others who need help
- I can speak to my class group confidently
- I have built resilience in trying new activities, and I don't give up at the first challenge
- I can confidently assess my need for peer or adult support and communicate this effectively
- I can talk about what I am good at and what I enjoy, as well as the things I don't find easy
- I can explain what I am planning to do before I carry out an activity
- I can reflect on a task or activity and talk about what I might do differently next time



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Managing Feelings and Behaviour

Nursery Development (30-50m)

- I can recognise how I feel and am beginning to be able to communicate this to others.
- I know that some actions and words can hurt others' feelings.
- I am starting to accept the needs of others.
- I can take turns and share resources, sometimes with support from adults.
- I can wait for a short time if I need or want something and I understand that an adult is busy.
- I am beginning to understand I cannot always have everything I want.
- I can usually adapt and cope when our routine changes in some way (e.g. different adult, visitors, workshop, assemblies, performances, intervention timings).

Nursery Expectations (40-60m)

- I understand that what I do affects others.
- I am beginning to show that I am sorry if I upset another child and I may try to cheer them up by comforting them in some way.
- I am aware of the boundaries and behavioural expectations in our school.
- I am starting to be able to negotiate/problem solve (e.g. if someone has taken my toy) without being aggressive, though I may still be upset.

Reception Expectations (ELGs)

- I am developing my ability to be able to negotiate/problem solve without being aggressive, or getting very upset.
- I can talk about how I, or others, feel and what that might 'look like' on the outside (e.g. being silent could mean sad or angry).
- I can talk about the consequences of certain behaviours, both positive and negative.
- I understand that some behaviours are not acceptable.
- I understand and follow our class rules/promises.
- I can behave appropriately in different situations and changes of routine do not affect this (e.g. on trips, in assemblies, during workshops etc.).

Reception Exceeding Expectations (Exceeding ELGs)

- I know some strategies to manage my feelings if I'm feeling sad or angry, for instance.
- I am starting to be able to apply these strategies.
- I can listen to the suggestions of other children during group tasks or activities.
- I can plan how to achieve an outcome without adult help, with others and independently.
- I know how and when to stand up for myself appropriately.
- I can stop and think before I act.
- I can wait for things I want.

CL: Communication & Language

6Ms: Making Conversation



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Listening & Attention	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none"> I can listen to other people in 1-to-1 conversations, or small groups, if I find the conversation interesting I am developing my ability to pay attention to stories I am developing my ability to recall key information from stories (events, characters, ending etc) My attention is mainly 'focused' (either doing something, or listening to something/one. Not both) I can stop what I am doing to listen to something/one else I can follow directions (if I am not very focused on something else) <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none"> I can 'maintain attention' for a short activity, showing concentration by looking & listening (Time dependent on activity- passive/active) I can demonstrate 'two-channelled' attention (listening & doing at the same time. E.g. Listening to instructions/discussion while playing with playdough) 	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none"> I can listen attentively in a range of situations- class carpet times, story times elsewhere in classroom, assemblies, workshops, on trips etc. I can listen to stories and show attention by responding appropriately (to questions, with emotions/reactions, with my own comments) I pay attention to what others have said and respond appropriately (see above) I can listen and respond when I am engaging in something else. (e.g. Hold a conversation while making 'tea' in the role play area. <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none"> I listen to instructions and follow them accurately, I ask for clarification if necessary. (e.g. Should I put my finished work in my folder or on your desk?) I can listen to a story with 'sustained concentration.' (Either a longer story with a more complex plot, or a story without pictures or props) I can follow a story that may be told over a series of storytelling sessions, remembering key details without needing prompts. I can listen to a story or narrative in a larger group, for example, at assembly.
Understanding	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none"> I understand that different objects have different purposes (e.g. scissors/knives are for cutting, forks are for picking up food, trowels/spades are for digging) I understand basic prepositions (under/on top/behind/next to) and this is clear from following instructions or demonstrating. I can follow simple, one-part instructions (e.g. hang up your coat, line up for lunch) I am beginning to understand simple 'why' and 'how' questions. (Why is she feeling sad? How do you make the playdough cake?) <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none"> I can follow two-part instructions. (e.g. Put your bag in the <u>blue box</u>, Can you get the <u>bowl</u> and the <u>plate</u>?) I understand humour,(e.g. nonsense rhymes, jokes, silly pictures/actions) I can follow a short story/narrative without pictures (e.g. listening to someone else tell about their holiday/trip to the zoo) I can listen and respond to another/others in a conversation or discussion 	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none"> I can follow instructions with several details/ideas/actions (E.g. Put your whiteboards & pens away in the pots) I can answer 'how' questions about my experiences/stories/events (e.g. How did you know.....? How do/did you feel....? How do you think.....?) I can answer 'why' questions about my experiences/stories/events (e.g. Why did you...? Why do/did they.....? Why do you think.....? Why can't we.....?) <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none"> After listening to stories, I can express my views about events or characters in the story After listening to stories, I can answer questions about why things happened. I can follow instructions which contain several parts in a sequence. (E.g. Put your whiteboards and pens away in the right place, then get your coat and line up for lunch)



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Speaking

Nursery Development (30-50m)

- I am beginning to use more complex sentences and link ideas/statements (e.g. and, because, then.).
- I can retell a simple past event in correct order (e.g. went down slide, hurt finger.).
- I use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- I question why things happen (e.g. Why are we going upstairs? Why do we need our coats?).
- I am starting to give simple explanations (I am cold. I need a jumper/coat, He is cross because the lego broke.).
- I can ask **what** questions (What colour is it? What are you doing? What does she want?).
- I can ask **who** questions (Who is that? Who has the dog toy?).
- I can ask **when** questions (When is it lunchtime? When is my mum coming?).
- I can ask **how** questions (How do I make a car? How do we build a house?).
- I use a range of tenses with some accuracy (plays, playing, will play/going to play, played).
- I use intonation, emphasis & rhythm to make myself understood
- I mainly use vocabulary to talk about 'concrete' things that are important to me such as objects, people, places.
- I am building my vocabulary to reflect my experiences (i.e. learning new words for objects/people/places at school).
- I use talk to show I am pretending an object stands for something else. (e.g. this (box) is a castle, this (block) is my phone.).

Nursery Expectations (40-60m)

- I use a range of tenses with increasing accuracy (plays, playing, will play/going to play, played).
- I am starting to expand my vocabulary, using new words in context when supported to do so (i.e. in literacy lessons).
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- I use language and talk to imagine and recreate roles and experiences in play (in role play, small world).
- I link statements frequently using connectives (e.g. and, because, then, next).
- I use talk to help me process ideas/feelings/thoughts/opinions- organizing, sequencing, clarifying.
- I introduce a storyline or narrative into their play.

Reception Expectations (ELGs)

- I express myself effectively, and others can understand me. (other children, familiar adults and less familiar adults.).
- I show awareness of my listeners' needs (e.g. speak slowly/loudly enough.).
- I use past, present and future forms accurately (when using regular verbs.).
- I can make plausible attempts when using irregular verbs (put, read, met, buy, am, do) (i.e. I buyed something at the shop.).
- I develop narratives and explanations by connecting ideas or events, often using multiple connectives within one narrative.
- I largely focus my talk on 'real' things/events that have happened or are going to happen.

Reception Exceeding Expectations (Exceeding ELGs)

- I show awareness of the listener when speaking by making changes verbal & non-verbal features of language (volume, speed, facial expressions, eye contact, gesture, body language, posture).
- I recount experiences and imagine possibilities .
- I use range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
- As well as relating to past/current/future events, my talk demonstrates that I use language to support creative thinking in wondering, pondering, creating.
- I am expanding my expressive vocabulary and I am beginning to use new words I've learnt in the wider context of school. (e.g. learnt 'gloomy' in literacy and using it in circle time.).



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PD: Physical Development

6Ms: Muscle & Movement



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Moving & Handling

Nursery Development (30-50m)

- I move freely and with pleasure and confidence in a range of ways, (slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping).
- I can walk up stairs, steps or climbing equipment using alternate feet.
- I can walk downstairs, two feet to each step while carrying a small object.
- I run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can stand momentarily on one foot when shown.
- I can catch a large ball.
- I can draw lines and circles using gross motor movements.

- I am beginning to use one-handed tools and equipment, (e.g. makes snips in paper with scissors, transfer using a spoon, use a fork to feed.).
- I hold my pencil between my thumb and two fingers, no longer using whole-hand grasp. (i.e. any form of modified tripod or tripod grip.).
- I hold pencils near the point between first two fingers and thumb and use them with control. (i.e. purposeful marks, with control over speed and shape, not random scribbling.).
- I can copy some letters, e.g. letters from their name, letters modelled in class, letters on display.
- I can draw the first 4 'pre-writing' shapes:



Nursery Expectations (40-60m)

- I experiment with different ways of moving. (varying speed, type of movement- see those listed above, levels etc.).
- I can jump off an object and land appropriately, bending my knees with arms out, sometimes without falling but not always.
- I negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- I travel with confidence and skill around, under, over and through balancing and climbing equipment.
- I am showing increasing control over an object in pushing, patting, throwing, catching or kicking it. (e.g. large and small balls, rackets/bats, hoops, scarves).
- I use simple tools to effect changes to materials (e.g. scissors, printing tools, hole punches, staplers- with supervision, stampers, rolling pins, shape cutters etc).

Reception Expectations (ELGs)

- I can balance with confidence and skill on a range of equipment, including different heights, angles, widths and changing my body directions. (i.e. use arms effectively, am aware of foot placement.).
- I can climb on a range of equipment (boxes, frames etc), using a safe grip and adapting the direction of my hands and feet as I move.
- I show good control and co-ordination in large and small movements.
- I move confidently in a range of ways, safely negotiating space. (skipping, running, gliding, dancing, climbing, side-stepping, travelling backwards etc).
- I handle equipment and tools effectively, including pencils for writing.
- My letters are mostly correctly formed.

Reception Exceeding Expectations (Exceeding ELGs)

- I can hop confidently.
- I can skip and move in time to music.
- I hold my paper in position and use my preferred hand for writing, using a correct pencil grip.
- I am starting to write on lines and control letter size.

NB- Note *effective* vs *correct* pencil grip. Correct tripod grip is not 'expected' by the end of Reception.



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- I handle tools, objects, construction and malleable materials safely and with increasing control. (scissors, playdough tools, lego/duplo/ mobile etc, playdough, clay etc).
- I show a preference for a dominant hand.
- I begins to use anticlockwise movement and retrace vertical lines.
- I am starting to form recognisable letters independently.
- I can use a pencil and hold it effectively to form recognisable letters.
- I can draw the second 4 pre-writing shapes:



4 years



4½ years



4½ years



4 years
11 months



5 years
3 months



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Health & Self Care

Nursery Development (30-50m)

- I tell adults when I am hungry or tired, or when they want to rest or play.
- I observe the effects of activity on their bodies. (i.e. "I'm hot!" or "I'm sweating!").
- I understand that equipment and tools have to be used safely.
- I have increasing bowel and bladder control and can attend to toileting needs most of the time myself, possibly with prompting.
- I can usually manage washing and drying my hands.
- I can dress with some help, or help with dressing (e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.).

Nursery Expectations (40-60m)

- I eat a range of healthy foods and understands need for variety in food.
- I am usually dry and clean during the day. (from both toileting needs and my play.).
- I show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (i.e. can say why we wash our hands, can name some healthy/unhealthy foods)
- I show understanding of the need for safety when tackling new challenges, and considers and manages some risks. (i.e. pausing and assessing a situation, moving slowly using two hands to carry, looking where I'm going, asking someone to wait/stop/slow, asking for help or assistance)
- I show understanding of how to transport and store equipment safely, for example when carrying heavy outdoor equipment like logs or benches.
- I practise some appropriate safety measures without direct supervision. (e.g. fetching my own apron, pushing up my sleeves myself, sitting down to use scissors, carrying full containers slowly)

Reception Expectations (ELGs)

- I know the importance for good health of physical exercise and can talk about different types of exercise.
- I know the importance of a healthy diet and can talk about healthy and unhealthy foods, including the idea of 'moderation' (i.e. it's ok to have small portions of less healthy foods sometimes as a treat.) .
- I can talk about ways to keep safe inside and outside, in school and in my wider community. (i.e. road safety, stranger danger, sharp/heavy objects, safe sun care)
- I manage their own basic hygiene (hand washing, teeth cleaning etc) and personal needs successfully. (NB- this will need parental input.)
- I go to the toilet independently.
- I can mostly dress and undress independently, perhaps with some support on more challenging garments/fastenings like buttons, tights etc.
- I take ownership of my belongings in school, ensuring they are stored in the correct place (i.e. on my peg or in my book/PE bag.).

Reception Exceeding Expectations (Exceeding ELGs)

- I know about and can make healthy choices in relation to healthy eating. (e.g. ensuring I have eaten some vegetables on my plate, choosing a healthy dessert option .
- I know exercise is important for keeping healthy and I can make positive choices in relation to this (e.g. joining in at Fitness Friday/ Physical Literacy.).
- I can begin to talk about how different foods or exercise are good for us in different ways (i.e. making us strong, making our heart beat fast, giving us energy, building our muscles.).
- I can dress and undress independently, successfully managing fastening buttons, zips or laces.
- I take ownership of my own belongings at all points of the day (e.g. packing uniform into PE bag and vice versa.).

Specific Areas

Literacy (See progression document for termly progression across N and R: [\\...\\Curriculum\\EYFS Curriculum\\Randal Cremer EYFS Literacy Progression Document.docx](#))



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Reading

Nursery Development (30-50m)

- I enjoy rhyming and rhythmic activities. (e.g. Nursery rhymes, clapping games, body percussion, call & response, rhyming stories/books)
- I show awareness of rhyme and alliteration. (i.e. may say a rhyming sound, point out rhyme, choose the correct rhyme/alliteration out of two options...)
- I recognise rhythm in spoken words. (i.e. may clap syllables, may join in with a repetitive/rhythmic story...)
- I listen to and join in with stories and poems, one-to-one and also in small groups.
- I join in with repeated refrains and anticipates key events and phrases in rhymes and stories. (e.g. knows what the wolf will say in Three Little Pigs, can say some/all of the words in a Nursery rhyme)
- I am beginning to be aware of the way stories are structured. (i.e. may start to use some story language- once upon a time, they lived happily ever after- or can talk about goodies/baddies....)
- I can suggest how a story might end, based on my own ideas (for new stories) or my knowledge of the story (for familiar stories).
- I listen to stories with increasing attention and recall.
- I describe main story settings, events and main characters. (e.g. The forest was scary, it is a happy book, He has big, black claws! He is mean!)
- I show an interest in illustrations and print in books and print in the environment. (i.e. Looks at books during choosing time, notices/reads labels around classroom/school, points out/talks about text/images around the community like on buses/bus stops)
- I recognise familiar words and signs such as my own name and advertising logos, shop signs etc.
- I look at books independently.
- I handle books carefully.
- I know information can be relayed in the form of print. (May demonstrate this in role play by pretending to write a list/check off a register etc)
- I can hold books the correct way up and turn pages.
- I know that print carries meaning and, in English, is read from left to right and top to bottom. (Again, may be displayed by pretending-reading out and following with finger, or pretend writing)

Nursery Expectations (40-60m)

- I can continue a rhyming string (e.g. bat, cat.....fat!).

Reception Expectations (ELGs)

- I can read and understand simple sentences.
- I use phonic knowledge to decode regular words and read them aloud accurately.
- I also read some common irregular words. (see HF words list <..\..\Curriculum\EYFS Curriculum\Randal Cremer EYFS HF word list.docx>.)
- I demonstrate an understanding when talking with others about what I have read.

Reception Exceeding Expectations (Exceeding ELGs)

- I can read phonically regular words of more than one syllable (e.g. pocket, rocket, chicken, finish, hammer etc).
- I can read many irregular but high frequency words (see HF word list.).
- I use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- I can describe the main events in the simple stories I have read.



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- I can hear and say the initial sound in words (e.g. dog...d,d,d, dog, pig.....p,p,p).
- I can segment the sounds in simple words to spell (e.g. cat → c...a...t...cat, top → t..o..p...top.).
- I know which letters represent some sounds.
- I can blend sounds together to read (e.g. l..i..p → lip, m..a..n... → man.).
- I link sounds to letters, naming and sounding the letters of the alphabet.
- I am beginning to read words and simple sentences.
- I use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- I enjoy an increasing range of books (i.e. different types of narrative, themes, fiction/non-fiction.).
- I know that information can be found in books and computers (i.e. understands concept of non-fiction books, emails for communication etc.).



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Writing

Nursery Development (30-50m)

- I sometimes gives meaning to marks as I draw and paint (e.g. "That's my mum." "It says, be quiet!").
- I ascribe meaning to marks that I see in different places. (e.g. pointing out a name label/sign, talking about a picture)

Nursery Expectations (40-60m)

- I give meaning to marks they make as they draw, write and paint.
- I begin to break the flow of speech into words.
- I can hear and say the initial sound in words (e.g. dog...d,d,d, dog, pig.....p,p,p).
- I can segment the sounds in simple words to spell (e.g. cat → c...a...t...cat, top → t..o..p...top.).
- I link sounds to letters, naming and sounding the letters of the alphabet.
- I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- I write my own name and other things such as labels, captions.
- I attempts to write short sentences in meaningful contexts.

Reception Expectations (ELGs)

- I use my phonic knowledge to write words in ways which match my spoken sounds.
- I can also write some irregular common words.
- I write sentences which can be read by myself and others.
- In my writing, some words are spelt correctly and others are phonetically plausible.

Reception Exceeding Expectations (Exceeding ELGs)

- I can spell phonically regular words of more than one syllable (e.g. pocket, rocket, chicken, finish, hammer, etc.).
- I can spell many irregular but high frequency words. (see HF words list <..\..\Curriculum\EYFS Curriculum\Randal Cremer EYFS HF word list.docx> .)
- I use key features of narrative in their own writing (i.e. common story openers and endings, time connectives, variety of narrative text times- letters, stories, diaries.) (See Literacy Progression Document for text types <..\..\Curriculum\EYFS Curriculum\Randal Cremer EYFS Literacy Progression Document.docx> .)

6Ms: Mark Making

Maths (See White Rose Document for R <..\..\Curriculum\EYFS Curriculum\Randal Cremer EYFS White Rose Maths Guidance for Reception.docx> and PA Maths document for N)



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Number

Nursery Development (30-50m)

- I use some number names and number language spontaneously.
- I use some number names accurately in play.
- I recite numbers in order to 10.
- I know that numbers identify how many objects are in a set.
- I am beginning to represent numbers using fingers, marks on paper or pictures.
- I sometimes match numeral and quantity correctly.
- I show curiosity about numbers by offering comments or asking questions.
- I compare two groups of objects, saying when I have the same number.
- I show an interest in number problems.
- I separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- I show an interest in numerals in the environment.
- I show an interest in representing numbers.
- I realise not only objects, but anything can be counted, including steps, claps or jumps.

Nursery Expectations (40-60m)

- I recognise some numerals of personal significance.
- I recognise numerals 1 to 5.
- I count up to three or four objects by saying one number name for each item.
- I count actions or objects which cannot be moved.
- I count objects to 10, and am beginning to count beyond 10.
- I count out up to six objects from a larger group.
- I select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- I count an irregular arrangement of up to ten objects.
- I estimate how many objects I can see and check by counting them.
- I use the language of 'more' and 'fewer' to compare two sets of objects.
- I find the total number of items in two groups by counting all of them.
- I say the number that is one more than a given number.
- I find one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.
- I record using marks that I can interpret and explain.

Reception Expectations (ELGs)

- I count reliably with numbers from one to 20.
- I can place numbers from 1-20 in order.
- I can say which number is one more or one less than a given number from 1-20.
- Using quantities and objects, I add and subtract two single-digit numbers and count on or back to find the answer.
- I solve problems, including doubling, halving and sharing.

Reception Exceeding Expectations (Exceeding ELGs)

- I can estimate a number of objects and check quantities by counting up to 20.
- I can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.



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- I am beginning to identify my own mathematical problems based on my own interests and fascinations.

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Shape, Space & Measure

Nursery Development (30-50m)

- I show an interest in shape and space by playing with shapes or making arrangements with objects.
- I show awareness of similarities of shapes in the environment.
- I use positional language.
- I show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- I show interest in shapes in the environment.
- I show shapes appropriately for tasks.
- I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Nursery Expectations (40-60m)

- I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- I can select a particular named shape.
- I describe my relative position such as 'behind' or 'next to'.
- I order two or three items by length or height.
- I order two items by weight or capacity.
- I use familiar objects and common shapes to create and recreate patterns and build models.
- I use everyday language related to time.
- I am beginning to use everyday language related to money.
- I can order and sequence familiar events.
- I measure short periods of time in simple ways.

Reception Expectations (ELGs)

- I use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- I recognise, create and describe patterns.
- I explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Reception Exceeding Expectations (Exceeding ELGs)

- I estimate, measure, weigh and compare and order objects.
- I talk about properties, position and time.

6Ms: Mathematics

UW: Understanding the World

6Ms: Magic, Making Conversation

Context



Randal Cremer Primary School

EYFS Curriculum

People & Communities	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none"> I am interested in the lives of people I know. (e.g. peers, teachers, family members) I can remember and talk about significant events in my life. (e.g. I went to a wedding. I got new clothes for Eid. It's my birthday tomorrow!) I can describe special times or events for family and friends. (e.g. My brother has a birthday and he is 8! My dad has a new job. My auntie moved house.) I am interested in different jobs, roles or ways of life. (e.g. plays role play/dress up being doctor, fireman, police officer. Pretends to be a mummy/daddy changing baby.) I know some things that make me special and unique. (e.g. knows full name/ age/ what I can do/ who is in my family/, my religion etc) I can say what is the same/similar about me and my friends/family. (e.g. Me and X are both 4! We both have a big brother.) I can say what is different between me and other friends or family (e.g. He has brown hair and I have black hair. She has a baby sister and I have a baby brother!) <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none"> I can talk about significant events in my own or my family's life, and include details about what has happened. (.e.g We went to my cousin's wedding and we all ate chocolate cake. I made special laddhu for Eid with my Nan.) I am beginning to understand the link between family customs/celebrations and our family beliefs (if applicable). (i.e. I am a Muslim, we celebrate Eid. My family celebrate Diwali not Christmas. 	<p>Jobs and roles Ourselves & families Religions Festivals & celebrations Past and Present (Artist Focus- Art Week)</p>	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none"> I can talk about past and present events in my own life. (e.g. I got a bike for my birthday, I don't know how to ride it yet but I'm learning.) I can talk about past and present events in my family's lives. (e.g. My brother goes to Haggerston school and he's 15 and he has lots of work to do every night.) I understand that other children don't always enjoy the same things (toys, books etc) and are sensitive to this. (i.e. They might try to cheer up a child with something that child likes rather than their own favourite thing.) I know about similarities and differences between myself and others, and among families, communities and traditions. (See context for types of similarities & differences) <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none"> I know the difference between past and present events in my own lives. (i.e. when I was a baby.....but now I'm 5.....) I know some reasons why people's lives were different in the past. (i.e. without mobile phones, with no cars etc) I understand that all children have different likes and dislikes. I understand that all children may be good at different things. (e.g. X is good at running, but I am better at jumping.) I understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
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Randal Cremer Primary School

EYFS Curriculum

The World	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none"> I make comments about the world around me. (e.g. I live in London. It is raining. It is hot.) I ask questions about the world around me. (e.g. Is it cold? What is that noise?) I can talk about things I've observed like plants, animals, natural and found objects. (e.g. This shell is smooth. That plant is dying. He has stripey fur!) I talk about why things happen and how things work. (e.g. I can make the bike go fast! It was full and it's made a mess.) I am developing an understanding of growth, decay and changes over time. (e.g. I used to be a baby and now I'm tall. That apple is old and brown. My seed grew!) I shows care and concern for living things and the environment. (e.g. The puppy needs food. Don't step on the worm!) <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none"> I think about and notice similarities, differences, patterns and change in the world around me. e.g. -That worm is long and that one is short. -Yesterday was raining but the puddles have dried now. -My plant has grown the tallest. X's has the biggest leaves. -It has been hot every day this week -This stone is smooth and that one is rough. -Those stones look like squares. -The leaves have changed colour, now they are brown and orange. 	<p>Weather Local area Different places (UK) Different places (World) Habitats</p>	<p>Living creatures Plants & growing Magnets Floating/sinking Gravity & forces Materials Electricity</p>	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none"> I know about similarities and differences in relation to places, objects, materials and living things. (Developing from Nursery Expectations...) <ul style="list-style-type: none"> -Those countries are both hot and sunny. -Those bricks look like cuboids. - Wood can float but stones would sink. - Chickens and ducks both lay eggs. They are birds. I talk about the features of my own immediate environment. (e.g. There are lots of cars in London. Our buses are red. It is Spring now.) I talk about how environments might vary from one another. (e.g. The buses in that book our yellow not red. Polar bears live in snowy places like the North Pole.) I make observations of animals and plants. (e.g. The snails have eaten those leaves. Those dinosaurs have a long neck to reach the trees.) I can explain why some things occur, and talk about changes. (e.g. Those pieces clicked together because there's a magnet. This plant didn't grow because it didn't have enough water. The duckling was yellow but he turned brown when he grew into a duck.) <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none"> I know that the environment and living things are affected by humans. (i.e. litter can harm small animals, wasting water is bad for our rivers and oceans, fumes from cars can be bad for our lungs.) I can describe some things people can do to look after the world in our local area. (e.g. picking up litter, turning off lights, driving less, turning off the tap, recycling paper/card/cans etc) I know the properties of some materials and can suggest some of the purposes they are used for. (e.g. bricks are used for building because they are strong and hard, wood can float so it's good for building boats etc) I am familiar with basic scientific concepts such as floating, sinking, experimentation. (see context for other concepts to explore)
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Randal Cremer Primary School

EYFS Curriculum

Technology	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none">• I can operate simple equipment. (e.g. turn on CD player. Turn off IWB screen)• I am interested in technological toys (knobs and pulleys) or real objects (mobile phones, cameras, computer keyboards etc)• I show some skills make some toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (Pop up/sound books, basic online games etc)• I know that information can be retrieved and sent from computers. (i.e. knows that adults can learn things from computers- emails, register, Google etc) <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none">• I can complete a simple program on a computer. (i.e. a Busy Things programme)• I use ICT hardware (iPad, IWB, computer) to interact with age-appropriate computer software. (online game/activity)	<p>Technical toys Real object play iPads Online programs (Busy things) Reading games (Teach my Monster to Read) Email</p> <p>NB- Children are often exposed to a range of technology at home and parent meetings/discussions can be used to inform assessments in this area.</p> <ul style="list-style-type: none">- Facetime/Skyping relatives- TV/DVD remote controls- pause, fast forward, rewind etc- Online/mobile games- Taking photographs on phones/tablets- Typing on phones/ipads/tablets- Sending/receiving emails, texts etc	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none">• I recognise that a range of technology is used in places such as homes and schools• I can say what adults/children might use different technology for. (e.g. mobile phone for texting/calling or taking a picture. Laptop for 'doing work.')• I can select and use technology for particular purposes. (see context and home/parental involvement ideas) <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none">• I know about and use a range of everyday technology.• I can choose a way to use technology for a purpose. (e.g. taking photos of a trip, making a video of a dance/puppet show, recording a storytelling session.)
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Randal Cremer Primary School

EYFS Curriculum

6Ms: Mark Making, Magic

		Form/ Context	Materials/ Media	
Exploring Media & Materials	<p>Nursery Development (30-50m)</p> <ul style="list-style-type: none"> I enjoy joining in with dancing and ring games. I can sing a few familiar songs. I am beginning to move rhythmically. I can copy movements in response to music. (e.g. copies an adult clapping hands and swaying side to side) I tap out simple repeated rhythms. I explore and learn how sounds can be changed. (loud/soft, fast/slow) I explore colour and how colours can be changed. (e.g. by pressing down harder with a pencil, by mixing paints/coloured water together) I understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (e.g. start drawing shapes then people/animals) I am beginning to be interested in and describe the texture of things. (rough, smooth, bumpy, hard, soft, hairy, slimy, sticky, runny) I use various construction materials. I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. I realise that tools can be used for a purpose. (rolling pin → flatten, cutters → cut a shape, scissors → cutting) <p>Nursery Expectations (40-60m)</p> <ul style="list-style-type: none"> I am beginning to build a repertoire of songs and dances. I explore the different sounds of instruments. 	Drawing	Pencils Crayons Felt tips Oil pastels Chalk pastels Charcoal	<p>Reception Expectations (ELGs)</p> <ul style="list-style-type: none"> I sing songs, make music and dance. I experiment with how I can change the songs/music/dances. (e.g. Changing the lyrics, using a scarf/other prop) I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (See note below) <p>Reception Exceeding Expectations (Exceeding ELGs)</p> <ul style="list-style-type: none"> I develop my own ideas through selecting and using materials and working on processes that interest me. I use exploration and 'trying things out' to test and make decisions about how to combine or change materials and median. (e.g. deciding which paint type will be best for painting a 3D model, experimenting with different ways of joining paper for a moving picture- paperclips/ split pins/ pipe cleaners etc) <p>NB- Children will have preferences for different forms of expression. They are not required to have equal skills in all areas, or to have experimented with every material. The list of different forms, materials and media is intended as guidance for EYFS staff delivering the curriculum.</p> <p>In order to meet Reception Exceeding Expectations, children must have a range of materials available to them (either free choice or by request) to experiment with.</p>
		Painting	Poster paints Watercolours Powder paints Tempera ---- Brush size Cleaning brushes	
		Printing	Potato/vegetable printing Texture stamps Cutters Found objects Relief printing	
		Collage	Paper Card Fabric Junk/found objects Natural materials	
		3D modelling	Junk modelling Playdough Clay Plasticine Art straws Pipe cleaners	
		Textiles	Weaving Sewing Fabric paints/ pens	
		Technology/ICT	iPad/online art programmes Photographs	



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	<ul style="list-style-type: none"> • I explore what happens when I mix colours, though I may not yet be mixing specific colours with purpose. • I experiment to create different textures using various materials or techniques (e.g. through collage or printing) • I understand that different media can be combined to create new effects. (e.g. using various materials in a collage, cutting out magazine pictures to add to a drawing) • I manipulate materials to achieve a planned effect. (e.g. playdough, plasticine, 3D materials like junk, folding paper/card) • I construct with a purpose in mind, using a variety of resources. • I use simple tools (e.g. cutters, rolling pins, pens, pencils, brushes, stampers, glue spreaders) and techniques (e.g. printing, painting, gluing, rolling, shaping, sticking) competently and appropriately. • I select appropriate resources and adapts work where necessary if something isn't available. (e.g. If I don't have tape I will try using glue.) • I select tools and techniques needed to shape, assemble and join materials they are using. (see above for ideas of tools and techniques) 	Music & movement	Playing instruments Singing Body percussion Listening skills Dance	
		Construction	Wooden Blocks Duplo Lego Mobilo Brio Interstar Gears Marble Run Outdoor large blocks Fabrics	
		Drama	Small World Role play Oral storytelling Puppet shows	
		Writing	All independent writing Story writing	



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Being Imaginative

Nursery Development (30-50m)

- I am developing preferences for forms of expression. (i.e. Staff know what my 'favourite' thing to do is)
- I use movement to express my feelings.
- I creates movement in response to music.
- I sing to myself and makes up simple songs.
- I makes up rhythms.
- I notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (e.g. Pretending to be the teacher: "Sit down everybody!")
- I engage in imaginative role-play based on own first-hand experiences. (e.g. going to the shops/doctors, schools etc)
- I builds stories around toys (e.g. farm animals needing rescue from an armchair 'cliff'.)
- I use available resources to create props to support role-play. (e.g. Use scarves to wear or to wrap a baby in)
- I captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Nursery Expectations (40-60m)

- I create simple representations of events, people and objects. (e.g. simple pictures or models. "That is my mum and dad," "I made a lego bus!" Child shows a picture of a family at the beach.)- see note below
- I make up my own combinations of movement and gestures in order to express and respond to feelings, ideas and experiences. (i.e. when retelling a story, in response to music in Physical Literacy sessions or in class)
- I chooses particular colours to use for a purpose. (e.g. "That is the grass, because it's green." "I drew my red balloon." "I am using this (paint) because it's brown like my skin."- see note below)
- I introduce a storyline or narrative into my play. (e.g. "We're going on a bear hunt!")
- I plays alongside other children who are engaged in the same theme.
- I play cooperatively as part of a group to develop and act out a narrative. (e.g. "She is the goodie and we are saving everyone.")

See above for form/context, media/materials

Reception Expectations (ELGs)

- I use what I have learnt about media and materials in original ways, thinking about uses and purposes. (i.e. application of skills learnt in EMM)
- I represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Reception Exceeding Expectations (Exceeding ELGs)

- I talk about the ideas and processes which have led me to make music, designs, images or products.
- I can talk about features of my own and others work, recognising the differences between them and the strengths of others. (E.g. "We both made boats but X's floats better than mine because there were holes in mine." "I liked her story best because it was funny when the characters were arguing.")



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EYFS Curriculum

NB- Children are not required to be able to discuss verbally what they have created to meet these expectations.

What are the 6Ms? Teachers and support staff in the EYFS assess children continuously throughout the year by looking at their 'next steps.' We focus on a small group of children each week and discuss their learning and progress, planning next steps for them to achieve in 6 different areas. The '6Ms': Making conversation, mark making, muscle & movement, mathematics, mindfulness and magic. Children's phonics and reading progress is tracked separately.