



ELSTON HALL
Primary School

Early Years Curriculum Information

This information will give you a guide to your child's learning and development in the early years foundation stage.

The information highlights the expectations at the end of Early years and the age bands of development .

Please remember all children are different, they do not grow and develop at the same rate.

It will focus on 30-50 month age band, 40-60 month age band and the Early Learning Goals (ELG's).

The Early Learning goals outline the level of learning and development that children are expected to have reached by the end of reception year at school across the 7 areas of learning.

Age bands of learning development

Birth - 11 Months

8 - 20 Months

16 - 26 Months

22- 36 Months

30 - 50 Months

40 - 60 Months

In this age band the ELC's are shared.

Focusing on prime and specific areas of learning.

Characteristics of Effective Learning

Playing and exploring - engagement

Finding out exploring

Playing with what they know

Being willing to 'have a go'

Active learning - Motivation

Being involved and concentrating

Keep trying

Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas

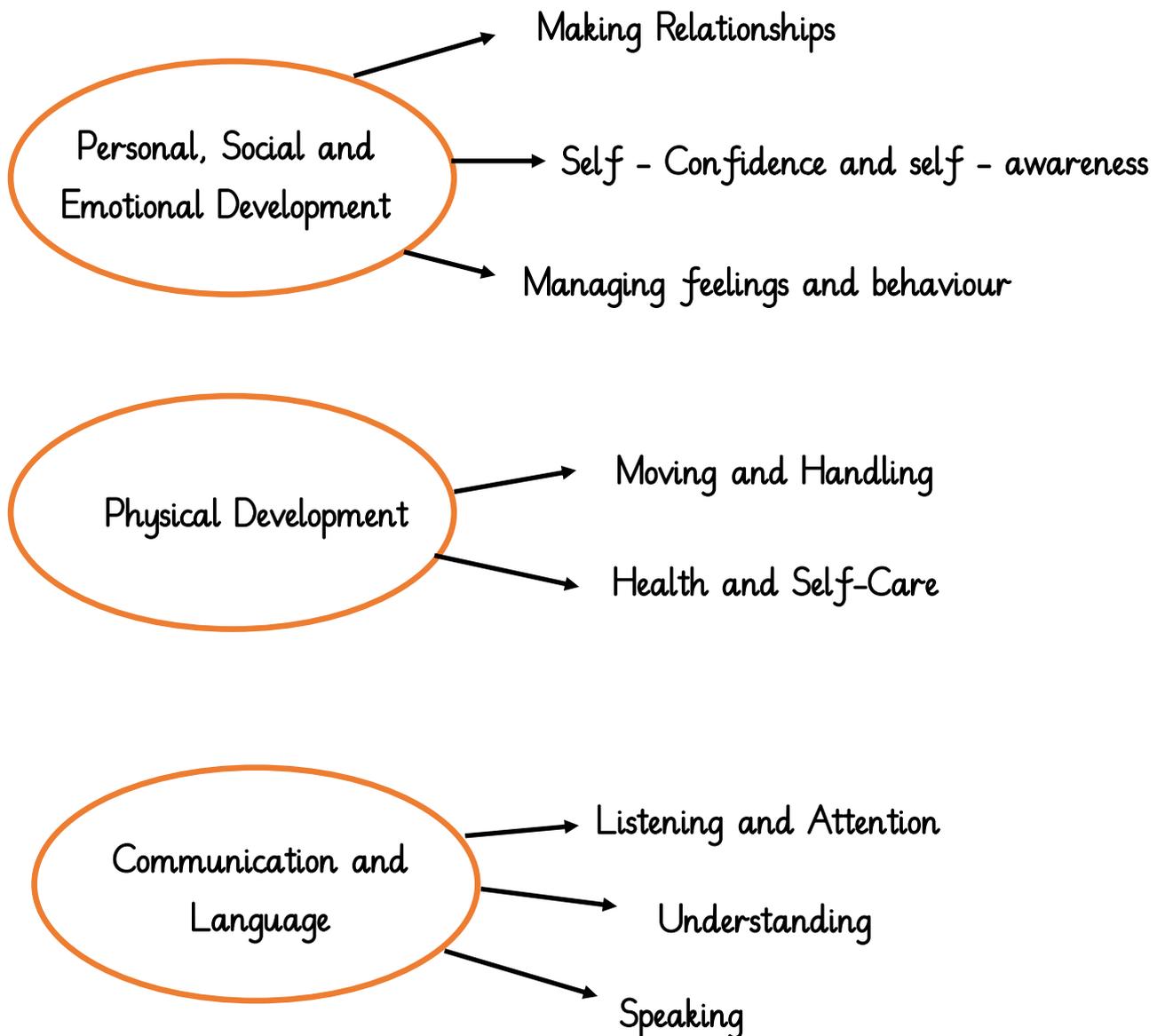
Making links

Choosing ways to do things

These characteristics underpin learning within early years.

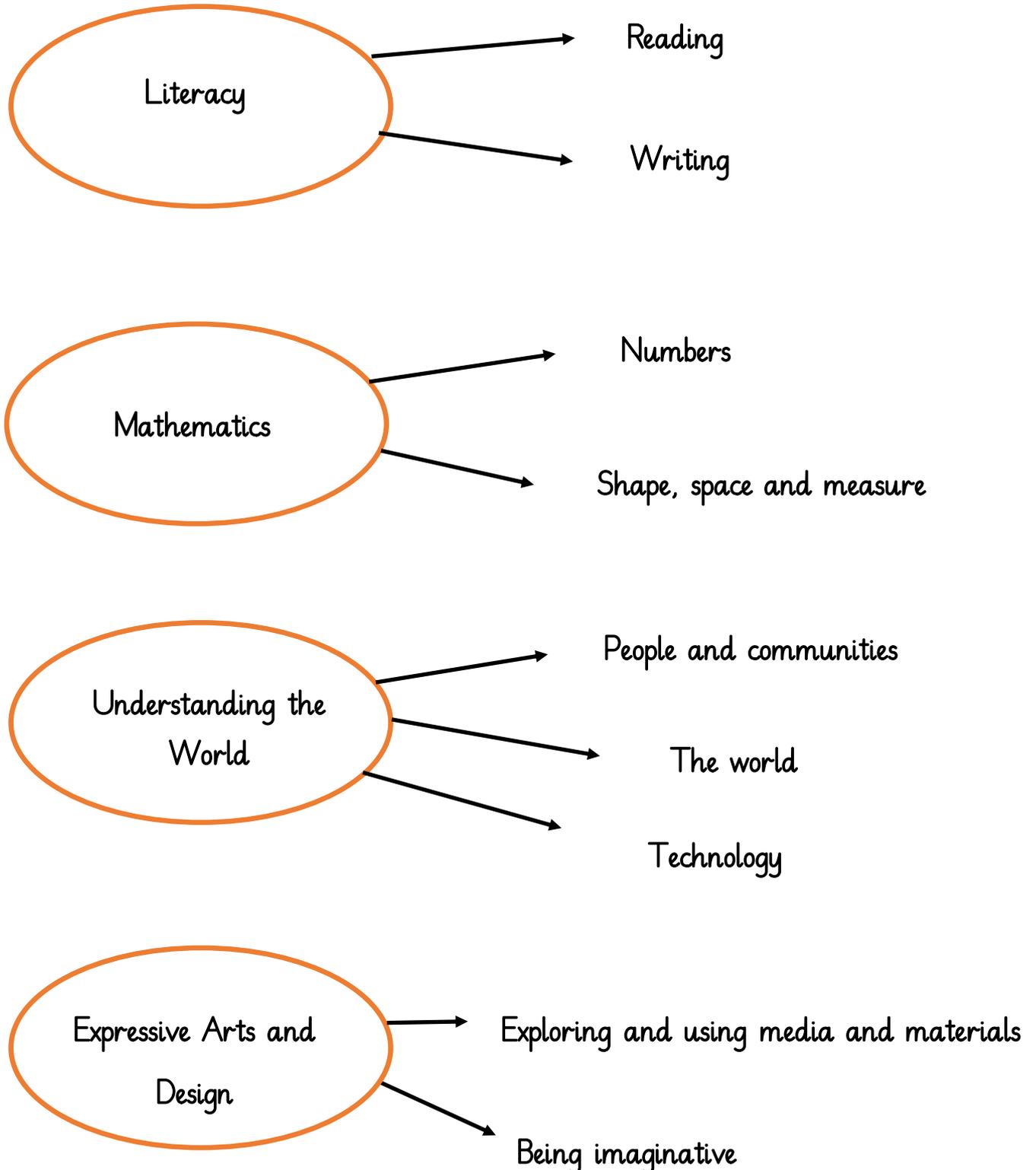
Areas of Learning and Development and aspects within early years

Prime Areas



Areas of Learning and Development and aspects within early years.

Specific Areas



Within the 30-50 month age band you may notice that...

Personal, Social and Emotional Development.	Physical Development	Communication and Language
<p><u>Making relationships</u></p> <ul style="list-style-type: none"> • I can play in a group with my friends. I can make up ideas for things to do and games to play. • I will ask my friends to play with me. • I can watch what my friends are doing and join in with them. • I talk to and make friends with other children and grown ups I know <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • I choose the toys I want to play with and what I want to do with them with help from a grown up. • I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away” • I like helping you when you are busy, like putting some shopping away or matching my socks together. • I am beginning to talk to grown ups I don't know when you are there. I will join in new things when you are with me. • When we are playing, I will chat to my friends about you and our family. • I can ask grown ups for help when I need it. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too. • I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them. • I am beginning to understand that when you are busy I can't always have everything I want, when I want it. • I know that sometimes I can't do things I want to do. 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • I like running, walking, jumping, hopping, skipping and moving around in lots of different ways. • I can go up and down stairs and steps like a grown up, using one foot per step. • I can carry something I like carefully down-stairs, usually stopping with two feet on each step. • I can run around, stopping, changing direction and slowing down so that I don't bump into things. • I can catch a large ball when you throw it to me. • I can wave my arms or ribbons to make up and down lines and circles in the air. • I can use child scissors to make snips in paper. • I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand. • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep. • I notice that when I am running, I get hot . • I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam. • I remember to go to the toilet in time. • I can wash and dry my own hands. • When you help me and hold out my coat, I can put it my arms in and I can do the zip up when you start it. 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • When I like what they are talking about, I listen to my friends. • I listen to the stories you tell me and I talk about them later. • When you read me stories, I join in with my favourite bits, like “Who's been sleeping in my bed?” when we are reading Goldilocks and the Three Bears. • I can join in with my favourite rhymes and stories with you and guess what will happen next. • I stop what I am doing and listen when I hear you talk to me, or I hear the door bell ring. • When you ask me to do something like “Come and put your coat on”, I will do it. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • When you ask me questions like “What do we need to cut the bread?” I know it's a knife. • When we are playing and you ask me to “Put teddy under the blanket” or “Put the car on top of the garage” I know what you mean and I can do it by myself. • I can help you when you ask me to put something away or get something like “Put your shoes in the basket, please” • I am beginning to understand when you ask me questions like “How can we mop up the juice?” and “Why do you want to wear your boots today?” <p><u>Speaking</u></p> <ul style="list-style-type: none"> • I am beginning to use longer sentences with words like “because” and “and” like “I cried, I did, because I banged my foot” • I can tell you about something that happened yesterday, like “remember when we went to the park and had a green apple and came home”. • I ask lots of questions and answer your questions too. • I can talk about what we are doing now, and what might happen later or tomorrow. • I can use lots of words about things that interest me, like “diplodocus” and “brontosaurus” and I like to learn lots of new words. • I pretend about things when I am playing, like using my coat on my head “this is my magic flying cape”.

Within the 30-50 month age band you may notice that. . .

Literacy	Mathematics
<p>Reading</p> <ul style="list-style-type: none"> • I like singing nursery rhymes and songs. • I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'. • I can clap my hands to match the sounds in words, like 2 claps for "he-llo". • I can listen and join in when we read books and sing rhymes. • I can join in with my favourite stories and guess what will happen next. • I know that stories have beginnings and endings and sometimes I guess how the story will end. • I can listen to longer stories and talk about them. • I can talk about the places and people in stories and the important things that are happening. • I like to look at the pictures and words in books. I can show you words when we are outdoors. • I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods. • I hold the book the right way up and turn the pages carefully when I look at it on my own. • I know that books can tell me things like the names of cars I am interested in. • I know that the words in the book tell me things and where the words start on the page <p>Writing</p> <ul style="list-style-type: none"> • Sometimes I can tell you about my drawings and paintings and what my writing means. • When I see your writing, I tell you what I think it means, like the shopping list says "beans and chips and ice cream". • I can make the lines and marks that I want with a pencil. • When you write my name, I can copy some of the letters by myself on my piece of paper. 	<p>Numbers</p> <ul style="list-style-type: none"> • I can use some number names and words like "more than" and "fewer than", when I am playing. • I can say numbers in order from 1 to 10. • I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate. • I use my fingers, pictures or marks to show you how many things there are. • Sometimes I can match a numeral to the right number of things, like "3" to three balls. • I am interested in numbers and I talk about them and ask you questions. • I know when there are the same number of things, like 2 cakes, one for you and one for me. • I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals. • I talk about the numbers I see when we are outdoors. • I am interested in making marks and calling them numbers. • I know that I can count claps and jumps as well as things like apples and buses and Dinosaurs. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • I like lining up shapes and fitting shapes and different things into boxes. • I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs. • I can use words like "under", and "next to" to describe where things are. • I choose to play with different sorts of building sets and talk about what I am making. • When I am doing puzzles, I look at the missing shapes to see what could fit. • I am beginning to use words like "round" and "straight" when I talk about the shapes I see.

Within the 30–50 month age band you may notice that. . .

Understanding the World	Expressive Arts and Design
<p><u>People and communities</u></p> <ul style="list-style-type: none"> • I am interested in the grown ups I know and talk about where they live and what they do. • I can remember times that are special to me and talk about them, like the first day I got my scooter. • I can talk about people and times that are special to me and my family and friends, like “remember the party when we had fireworks and big bangs”. • I am interested in the different jobs that grown ups do, like fire fighters and doctors. • I know that I am special and some things that I do are the same as my friends and some things are different. I might say things like “I don’t eat meat” and “I go to the same swimming pool as my friends”. <p><u>The world</u></p> <ul style="list-style-type: none"> • I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see. • I can talk about plants and animals that interest me, like next door’s dog that barks and the really tall tree in the park. • I talk about why things happen and how things work, like “where does all the bathwater go when it goes down the plughole?” • I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger. • I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently. <p><u>Technology</u></p> <ul style="list-style-type: none"> • I know how to operate simple equipment. I can turn on the DVD player and use remote controls. • I like toys with knobs and touch screens and real objects like cameras or mobile phones. • I can make toys move or the sound or picture images on toys work by pressing switches or touching the screen. • I know that I can find out things that interest me from the computer, mobile phone or tablet. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • I like joining in with dancing and ring games. • I can sing some familiar songs. • I am beginning to move with rhythm, especially when I hear music I like. • I can tap out simple repeated rhythms, especially to songs and rhymes I like. • I can make lots of noises with different things, like banging a spoon on my plate or popping bubble wrap. • I can mix paints together to make new colours. • I know that I can join up lines on paper to make different shapes and I use these shapes to make things I know, like a face or a door. • I like to find out more and talk about things that feel different, like the soft duvet cover or the shiny saucepan. • I can use all sorts of building toys and empty cardboard boxes to make things. • I make lines and piles of blocks, joining the pieces together to make things like houses and car parks. • I know that I can use tools like scissors, spoons and hammers to do different things. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • I am beginning to like some things more than others and sometimes I might like painting and drawing more than dancing or singing. • I move around in different ways when I am happy or excited, sometimes I dance and jump up and down when I hear music. • I sing to myself and I change songs I know to make up my own songs and rhythms. • I notice the things that you do, like cooking and cleaning and I pretend to do the same. • When something special has happened to me, I pretend play it happening, like feeding the new baby or my first swimming lesson. • When I am playing with my toys, I make up stories like superheroes rescuing people from a building or animals eating grass. • I use ordinary things and pretend they are something else, like a spoon is a fire hose and my bricks are fish fingers and chips. • When we have done something exciting, I like to draw or paint a picture or make up a dance or song/rhyme.

How to help ...

Communication and Language

Listening and attention

- Play listening games with me like "Simon Says...." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

Speaking

- Talk to me about things we did or places that we went to yesterday.

Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."

Personal, Social and Emotional Development

Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

Self confidence and self awareness

- Let me help you match the socks together.

Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

Physical Development

Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

Health and self care

- Make sure I brush my teeth twice a day.

Understanding the World

People and communities

- Take me out to different places where we live, like the fire station or the library.

The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend's house, to see what happens.

Mathematics

Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like "long" or "tall" to describe my model.
- Go on a shape walk inside or outside to find things which are the same like "circles" or "spheres".

Expressive Arts and Design

Exploring and using media and materials

- Let me use my paints to mix up my own colours.

Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I'm pretending to be somebody else or going on an adventure.

Literacy

Reading

- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we're making dough.

Writing

- Tell me what you're writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

Within the 40-60 month age band you may notice that...

Personal, Social and Emotional Development.	Physical Development	Communication and Language
<p><u>Making relationships</u></p> <ul style="list-style-type: none"> • I like to talk with my friends and grown ups and tell them what I know about the things they talk about. • I can tell you what I know about things I like to play with or things that I like to do. I ask grown ups and my friends questions to find out more about the things I like. • I can help my friends to be friends again when they fall out or are cross with each other. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • I can tell my friends and grown ups what I need, what I want, what I like to do and if I like or don't like something. • I can tell you what I like to do and what I am good at doing, like drawing or running. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug. • I know what I should do to help me and my friends share things, keep safe and be happy. • I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross. 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • I like to move in different ways like running, skipping, hopping, jumping or rolling. • I can jump off a step and land on the floor on two feet. • When I am playing chasing or racing games I can slow down or change the way I am going to stop myself from bumping into my friends or things. • I can move on my feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps. • I can push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. • I can use scissors to cut paper or cutters to make shapes from dough. • I can use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. • I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors. • When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down. • I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower case letters. • I can hold a pen or pencil and use it to write letters that you can recognise. When I am writing letters I will usually start and finish in the right place. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • I like to eat different types of fruit and vegetables. • I can go to the toilet by myself. • I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit or vegetables and running or jumping. • I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends. • I can tidy toys away so that I don't fall over them and hurt myself. • I can use things like scissors, a hammer and a saw safely without help from a grown up. 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening. • I can listen to what you tell me you want me to do and then I can do it. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • I can use lots of words to tell you about something that I have made or something that I have done. • I like you to use new words to talk to me about what I am doing or what I am using. Then I like to try to use these new words as I am playing. • I can pretend to be different people and can pretend to do different things, like being a nurse and making sick patients better with bandages and care. • I can use words like "first", "next" and "then" when I am telling you a story or telling you about something I have done. • When I am dressing up or playing with toy people I like to make up stories using what I know, what I have seen or what I have heard to help me.

Within the 40-60 month age band you may notice that. . .

Literacy	Mathematics
<p>Reading</p> <ul style="list-style-type: none"> • I can tell you lots of words that rhyme with a word like "hat". • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word. I can write each of the letters I need to write the word. • I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog". • I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals. • I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you. • When I am interested in things, I can look in books or on websites to find out more things. <p>Writing</p> <ul style="list-style-type: none"> • I can tell you what the marks, shapes, letters and pictures that I make mean. • I know that when I say a word you can write it down and that the letters you use make up the word I have said. • I can hear and tell you the first sound in a word when you say the word. • I can say each of the sounds in a short word like "dog". When you say each of the sounds like "d-o-g" I can put the sounds together and tell you the word. • I can tell you the names and sounds of each of the letters in the alphabet. • I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word. • I can write my name. • I can write labels for things to sell when I am playing "shops". • I can write a short caption, like "my big car" to tell you what I have made with boxes. • I try to write short sentences like "I can jump" when I am making a book about me. 	<p>Numbers</p> <ul style="list-style-type: none"> • I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on. • I can recognise the numbers 1 to 5. • I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things. • I can count the number of things on a page in a book or on a birthday card. • I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. • I can guess how many things I can see in a bucket and then count them to see how close my guess was. • I can tell you which basket or bucket has got "more" or "fewer" things in. • I can put two baskets of things together and tell you how many things I have altogether. • I can tell you what "one more" is when you say a number. • I can tell you what "one more" or "one less" is when you give me a group of up to 5 things, then up to 10 things. • I can use words like "more", "add", "less" and "take away" • I can use marks and pictures to show you my counting. • I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • I am beginning to use shape names like "circle", "square", "cube" and "cylinder". • When I am playing on an obstacle course I can use words like "under", "behind", "on" or "in" to tell you where I am. • I can tell you which thing is "heavy" and which thing is "light" when you give me 2 things. I can tell you which thing is "full" and which thing is "empty" when I am filling and emptying bottles. • I can use things to make patterns, like buttons and bricks. • I am beginning to use words like "money", "pound" and "pence" when playing "shop". • I know the order I put my clothes on • I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.

Within the 40-60 month age band you may notice that. . .

Understanding the World	Expressive Arts and Design
<p>People and communities</p> <ul style="list-style-type: none"> • I like to join in with routines, like going shopping, and times that are special to me and my family like birthdays. • I know that my friends might do things differently to me, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year. <p>The world</p> <ul style="list-style-type: none"> • I can talk about how things, like flowers or buildings look the same or look different. • I can talk about the patterns in things I see around me, like bricks or leaves. • I can talk about how things change, like the seeds growing into sunflowers or the block of ice melting into water. <p>Technology</p> <ul style="list-style-type: none"> • I can use a painting program on the computer or tablet to draw a picture. • I can use different things like a digital microscope, camera or microphone with a computer. • I ask questions about how technology works. • I know that a computer or remote control toy may need to be plugged in or have a battery in it to make it work. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> • I have favourite songs and dances and can tell you which one I want when you ask me. • I can tap, shake, scrape and hit musical instruments to find out the different sounds I can make. • I can mix my own paint using powder or ready mixed paints. • I can choose the things like paper, material or ribbon that I want to use to make a picture. • I like to use lots of different things like paint, paper, wool and material to make a picture. • I can cut, stick and fold the things I want to use in my picture. • I can use building toys, like bricks, and boxes to make the thing I want to make. • I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. • I can choose the things I want to use to make something. If my ideas don't work I can choose something else or change the way I do something. <p>Being imaginative</p> <ul style="list-style-type: none"> • I can dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. • I can use my arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. • I can choose the colour of paint, paper or material that I want to use to make something in my picture, like a piece of green paper for the grass. • When I am dressing up or using toy people I can tell you a story about what is happening as I am playing. • I can play next to my friends who are dressing up like me or using toy people or cars like me. • I can dress up and play a story with my friends.

Early Learning Goals

Outline the expected level of learning and development by the end of the reception year at school.

Prime Areas

1. Communication and Language

Listening & Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical Development

Moving & Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health & Self-Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. Personal, Social and Emotional Development

Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-Confidence & Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and now that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Early Learning Goals

Outline the expected level of learning and development by the end of the reception year at school.

Specific Areas

4. Literacy

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5. Mathematics

Number

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

Shape, Space and Measure

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

6. Understanding the World

People & Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Early Learning Goals

Outline the expected level of learning and development by the end of the reception year at school.

Specific Areas

7. Expressive arts and design

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

How to help ...

Communication and Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

Personal, Social and Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.

Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

Literacy

Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Mathematics

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

Understanding the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.

Expressive Arts and Design

Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

Early Years References:

Elston Hall Early Years Policy 2017

Early Years Statutory Framework 2017

Early Years Profile 2017

Early Years Assessment and Reporting arrangements 2017

What to expect and when - 4Children supported by DFE 2015

Development Matters in EYFS –Early Education supported by DFE 2012



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