

# Rosslyn Park Primary & Nursery School

## EYFS Curriculum

<b>Communication and Language</b>		
<b>Links to whole school curriculum:</b> English		
<b>Nursery</b>		
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>• Listen to longer stories</li> <li>• Pay attention to more than one thing at a time</li> <li>• Follow a two step question or instruction</li> <li>• Express their point of view</li> <li>• Debate when they disagree</li> <li>• Start a conversation and take turns in speaking and listening</li> <li>• Use talk to organise their play</li> </ul>	
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Be able to retell familiar Nursery and Number rhymes</li> <li>• Recall some events from familiar stories</li> <li>• Tell a long story</li> <li>• Use a wider range of vocabulary</li> <li>• Understand and answer why questions</li> </ul>	
<b>Vocabulary</b>	Retell, song, sing, rhyme, listen, story	
<b>How/where is it covered</b>	Communication and language is woven into all elements of the EYFS <ul style="list-style-type: none"> <li>• Language rich environment</li> <li>• Daily story time sessions inc 'Sparkle words'</li> <li>• Helicopter stories</li> <li>• Singing sessions</li> <li>• Quality interactions in play</li> <li>• Vocabulary progression</li> <li>• Super talker</li> </ul>	
<b>Reception</b>		
	<b>Listening and attention</b>	<b>Speaking</b>
<b>ELG</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>• Hold a sustained conversation with peers and adults</li> <li>• Ask questions to clarify understanding</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>• Articulate their thoughts and ideas in well formed sentences</li> </ul>



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		<ul style="list-style-type: none"> <li>• Ask questions using who, what, where, when, why and how</li> <li>• Connect ideas using a range of connectives</li> <li>• Develop use of tenses</li> <li>• Use talk to explain their thinking and offer explanations</li> </ul>
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Know the importance of listening and how to listen carefully</li> <li>• Explore new vocabulary and show an understanding in using it correctly</li> <li>• Develop the use of social phrases – manners, good morning, how are you? Etc</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Retell familiar stories some as exact repetition and some in their own words.</li> <li>• Use taught vocabulary when speaking</li> <li>• Use a range of conjunctions in speech to connect ideas (because, so, but)</li> <li>• Describe events with growing detail</li> </ul>
<b>Vocabulary</b>	Question, answer, sentence, conversation, retell, and, but, so, then, with, because	
<b>How/where is it covered</b>	Communication and language is woven into all elements of the EYFS <ul style="list-style-type: none"> <li>• Language rich environment</li> <li>• Daily story time sessions inc 'Sparkle words'</li> <li>• Helicopter stories</li> <li>• Singing sessions</li> <li>• Quality interactions in play</li> <li>• Vocabulary progression</li> <li>• Word/Sign of the day</li> </ul>	

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Personal, Social and Emotional Development			
Links to whole school curriculum: PSHE			
Nursery			
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed</li> <li>• Play with one or more other children</li> <li>• Extend and elaborate on play ideas</li> <li>• Follow the classroom rules, understanding why they are important</li> <li>• Meet their own care needs</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> <li>• Find solutions to conflicts and rivalries</li> <li>• Develop ways to be assertive (e.g. "stop I don't like it")</li> <li>• Begin to describe and recognise simple feelings e.g. sad, happy, worried, angry, tired</li> </ul>		
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Remember the classroom rules</li> <li>• Know how to use talk to solve conflicts</li> <li>• Know when they need to manage their own needs, e.g. need the toilet, wash their hands</li> <li>• Talk about their feelings</li> </ul>		
<b>Vocabulary</b>	Rules, resources, feelings, emotions, happy, sad, angry, worried, voice Resilient, collaborative, motivated, inclusive, aspirational, respectful,		
<b>How/where is it covered</b>	PSED is woven into all elements of the EYFS <ul style="list-style-type: none"> <li>• Daily story time sessions</li> <li>• Quality interactions in play</li> <li>• Vocabulary progression</li> <li>• Free flow</li> <li>• Snack time</li> </ul>		
Reception			
	Self-Regulation	Managing Self	Building relationships
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>



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	even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	importance of healthy food choices	
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Express their feelings and develop respect</li> <li>View themselves as a valuable individual recognising their strengths</li> <li>Begin to moderate their feelings in social situations</li> <li>Tolerate delay and show patience for a short period of time</li> <li>Give focused attention to a staff member managing simple distractions</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Express their feelings and develop respect and awareness of the feelings of others</li> <li>Show growing confidence in trying new activities</li> <li>Show resilience when faced with a challenge</li> <li>Manage their own needs (washing their hands, dressing, toileting)</li> <li>Explain the reason for rules and actively try to meet them</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships with adults and peers</li> <li>Consider the perspectives of other people</li> <li>Work and play cooperatively</li> <li>Show growing sensitivity to the needs of others</li> <li>Form positive attachments</li> </ul>
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Know what a strength is, and what their strengths are</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Know the classroom rules and know how to meet them</li> <li>Know the different factors that support their overall health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li><b>Children will:</b></li> </ul>
<b>Vocabulary</b>	Resilient, collaborative, motivated, inclusive, aspirational, respectful, Rules, strength, health, wellbeing, hygiene, independent		
<b>How/where is it covered</b>	PSED is woven into all elements of the EYFS <ul style="list-style-type: none"> <li>Daily story time sessions</li> <li>Quality interactions in play</li> <li>Vocabulary progression</li> <li>Free flow</li> <li>Self-selection snack</li> </ul>		



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Physical Development	
<b>Links to whole school curriculum:</b> PE, English	
Nursery	
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Use their motor skills in moving, balancing, riding and ball skills, e.g. bikes, trim trail</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Know how to move a bike</li> <li>Know how to use alternate feet to climb stairs</li> <li>The rules for moving objects e.g. planks</li> <li>Know which hand they prefer to hold mark making instruments in</li> </ul>
<b>Vocabulary</b>	Balance, ride, skip, hop, games,
<b>How/where is it covered</b>	Physical Development is woven into all elements of the EYFS <ul style="list-style-type: none"> <li>Daily Squiggle Whilst You Wiggle session</li> <li>Outdoor continuous provision:               <ul style="list-style-type: none"> <li>Trim trail</li> <li>Bikes</li> <li>Games trolley</li> <li>Water area</li> <li>Construction area</li> </ul> </li> <li>Indoor continuous provision:               <ul style="list-style-type: none"> <li>Creative area</li> <li>Mark making area</li> <li>Painting area</li> <li>Sand area</li> <li>Water area</li> <li>Playdough area</li> </ul> </li> </ul>



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Reception		
	Gross motor skills	Fine motor skills
<b>ELG</b>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<b>Skills</b>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>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 spoons.</li> <li>Confidently and safely use a range of small apparatus indoors and outside, alone and in a group.</li> <li>Hold a pencil effectively (tripod grip)</li> </ul>
<b>Knowledge</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Know how to sit on a chair appropriately (four chair legs on the floor, feet on the floor, tucked under the table)</li> <li>Know how to sit appropriately on the carpet (Give me 5 rule)</li> <li>Know how to use apparatus safely</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Know how to use tools safely</li> <li>Know how to use apparatus safely</li> <li>Know how to hold a pencil correctly (tripod grip)</li> <li>Know how to hold cutlery appropriately</li> <li>Know how to use cutlery appropriately</li> </ul>
<b>Vocabulary</b>	Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, throwing, catching, kicking, passing, batting, aiming, control, coordination,	
<b>How/where is it covered</b>	Physical Development is woven into all elements of the EYFS <ul style="list-style-type: none"> <li>Daily handwriting sessions</li> <li>PE sessions</li> <li>Outdoor continuous provision:               <ul style="list-style-type: none"> <li>Games trolley</li> <li>Water area</li> </ul> </li> </ul>	



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- Construction area
- Indoor continuous provision:
  - Creative areas
  - Mark making area
  - Painting area
  - Sand area
  - Water area
  - Playdough area
  - Fine motor skills area

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Literacy			
Links to whole school curriculum: English			
Nursery			
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Count or clap syllables in a word</li> <li>Recognise words with the same initial sound, such as money and mother</li> <li>Write some letters accurately</li> </ul>		
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Know that print has meaning</li> <li>Know the names of the different parts of a book e.g. front cover, back cover, title</li> <li>Understand print can have different purposes</li> <li>Understand page sequencing</li> <li>Know that we read English text from left to right and from top to bottom</li> <li>Understand what a rhyme is</li> <li>Understand that words can be broken down into syllables</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</li> <li>Write some or all of their name</li> </ul>		
<b>Vocabulary</b>	Rhyme, story, syllable, front cover, back cover, title, beginning, end,		
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>Daily story time</li> <li>Helicopter stories</li> <li>Super reader</li> <li>Reading area</li> <li>Mark making area</li> <li>Mark making opportunities across the provision</li> <li>High quality texts linked to the provision</li> <li>RWI in the summer term</li> </ul>		
Reception			
	Comprehension	Word reading	Writing
<b>ELG</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

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	discussions about stories, nonfiction, rhymes and poems and during role play.		
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Retell familiar stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read some common exception words matched to the RWI phonics programme.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge.</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Representing the sounds with a letter or letters to write words.</li> <li>Use a capital letter to start a sentence.</li> <li>Use and full stop at the end of a sentence.</li> </ul>
<b>Vocabulary</b>	Phoneme, Digraph, trigraph, grapheme, blend, segment, sentence, capital letter, full stop, non-fiction, fiction, poem, rhyme, finger space, formation, beginning, middle, end, retell, events, characters		
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>Daily Read, Write Inc sessions</li> <li>Daily story time</li> <li>Helicopter stories</li> <li>Super reader</li> <li>Super Writer</li> <li>Reading area</li> <li>Writing area</li> <li>Writing opportunities across the provision</li> <li>High quality texts linked to the provision</li> </ul>		

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## EYFS Curriculum

Mathematics	
<b>Links to whole school curriculum:</b> Maths	
Nursery	
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>• Subitise up to 3 objects</li> <li>• Recite numbers beyond 5</li> <li>• Count objects in order</li> <li>• Represent amounts on their fingers (up to 5)</li> <li>• Match numerals to the correct amount of objects</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position from words alone (The bag is under the table)</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Extend a pattern (ABAB)</li> <li>• Notice an error and repair a pattern (ABAB)</li> <li>• Begin to describe a sequence of events using words such as, 'first' and 'then'</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Know that the last number reached when counting identifies how many are in the set</li> <li>• Language to compare quantities (more than, fewer than)</li> <li>• Know and use language linked to 2d and 3d shapes (circles, rectangles, triangles and cuboids, 'sides', 'corners'; 'straight', 'flat', 'round')</li> <li>• Know words that describe position</li> <li>• Know a familiar route (e.g. how to get outside, how to get to the hall for assembly)</li> <li>• Understand the concepts of size, length, weight, capacity</li> <li>• Know what a pattern is and what a pattern looks like (environmental – spots on jumpers, etc)</li> <li>• Be able to create a pattern (ABAB)</li> <li>• Words such as 'first' and 'then' to sequence events</li> </ul>
<b>Vocabulary</b>	Pattern, repeating, shapes, circles, rectangles, triangles and cuboids, 'sides', 'corners'; 'straight', 'flat', 'round', position, behind, on, next to, in, under, length, weight, capacity
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>• Daily maths sessions</li> <li>• Maths areas</li> <li>• Water area (indoors and outdoors)</li> <li>• Sand area</li> <li>• Jigsaw puzzles</li> </ul>



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Reception			
	Number	Numerical patterns	Shape, Space and Measure
<b>ELG</b>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<b>Skills</b>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Understand numbers to 10, in depth</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>Verbally count beyond 20</li> <li>Compare quantities up to 10 in different contexts,</li> <li>Explore and represent patterns within numbers up to 10</li> <li>Distribute quantities equally</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</li> <li>Continue repeating patterns.</li> <li>Copy repeating patterns (AAB, AABB, ABBA)</li> <li>Compare length, weight and capacity.</li> </ul>
<b>Knowledge</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Know the composition of numbers to 10</li> <li>Be able to subitise to 5</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Know the pattern of the counting system</li> <li>recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Have an understanding of numbers up to 10, including evens and odds, double facts.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Create repeating patterns (AAB, AABB, ABBA)</li> <li>Use the vocabulary long/short, longer/shorter to compare length</li> <li>Use the vocabulary heavy/light heavier</li> </ul>



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	bonds to 10, including double facts.		than/lighter than to compare weight <ul style="list-style-type: none"> <li>• Use the vocabulary full/empty more than/less than to compare capacity</li> </ul>
<b>Vocabulary</b>	Numeral, number, more, less, same, more, fewer, number bond, length, weight, capacity, pattern, repeat, number bond, odd, even, subitise		
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>• Daily maths sessions</li> <li>• Maths areas</li> <li>• Water area (indoors and outdoors)</li> <li>• Sand area</li> <li>• Jigsaw puzzles</li> </ul>		

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## EYFS Curriculum

<b>Understanding the World</b>			
<b>Links to whole school curriculum:</b> History, Geography, RE, Science, D&T			
<b>Nursery</b>			
<b>Skills</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore how things work.</li> </ul>		
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		
<b>Vocabulary</b>	Family, parent, grandparent, children, brothers, sisters, baby, adult, grow, growth, young, old, change, different, similar, world, land sea, job, senses, smell, touch, taste, hear, see, material, natural, plants, seeds, water, light, life cycle, push, pull, stretch, melt, heat, freeze		
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>• Daily story time sessions</li> <li>• Sensory area</li> <li>• Water area indoors and outdoors</li> <li>• Sand area</li> <li>• Painting area</li> <li>• Home corner</li> <li>• Story time session</li> <li>• Science days</li> <li>• History days</li> <li>• Woods sessions</li> <li>• Family box</li> </ul>		
<b>Reception</b>			
	Past and Present	People, Cultures and Communities	The Natural World
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them</li> </ul>



# Rosslyn Park Primary & Nursery School

## EYFS Curriculum

	<p>on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Skills</b>	<b>Children can:</b>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<b>Children can:</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>
<b>Knowledge</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their</li> </ul>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>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.</li> <li>Understand some important processes and changes in the natural</li> </ul>

# Rosslyn Park Primary & Nursery School

## EYFS Curriculum

		<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>world around them, including the seasons and changing states of matter.</p>
<b>Vocabulary</b>	<p>Past, present, change, time, timeline</p>	<p>Similar, different, country, world, map, religion, belief, community, celebration, family</p>	<p>Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, sea, ocean, shadow, light, freeze, melt, spring, summer, autumn, winter</p>
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>• Daily story time sessions</li> <li>• Water area indoors and outdoors</li> <li>• Sand area</li> <li>• Painting area</li> <li>• Home corner</li> <li>• Investigation area</li> <li>• Science days</li> <li>• History days</li> <li>• Woods sessions</li> <li>• Baking</li> <li>• Family box</li> <li>• Shakespeare week</li> </ul>		

# Rosslyn Park Primary & Nursery School

## EYFS Curriculum

<b>Expressive Arts and Design</b>	
<b>Links to whole school curriculum:</b> Music, Art, D&T	
<b>Nursery</b>	
<b>Skills</b>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas.</li> <li>Join different materials and explore different textures.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour-mixing.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul>
<b>Knowledge</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Decide which materials to use to express their ideas.</li> <li>Remember and sing entire songs.</li> </ul>
<b>Vocabulary</b>	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>Creative area</li> <li>Painting area</li> <li>Mark making area</li> <li>Small world area</li> <li>Construction area</li> <li>Den and camping</li> <li>Construction shed</li> <li>Home corner</li> <li>Singing</li> <li>Helicopter stories</li> <li>Take One picture</li> </ul>
<b>Reception</b>	
<b>Creating with Materials</b>	<b>Being Imaginative and Expressive</b>



# Rosslyn Park Primary & Nursery School

## EYFS Curriculum

<b>ELG</b>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<b>Skills</b>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Children can:</b></p> <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<b>Knowledge</b>	<p><b>Children will:</b></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> </ul>
<b>Vocabulary</b>	<p>Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat</p>	<p>Retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo</p>
<b>How/where is it covered</b>	<ul style="list-style-type: none"> <li>Creative area</li> <li>Painting area</li> <li>Mark making area</li> <li>Small world area</li> <li>Construction area</li> <li>Den and camping</li> <li>Construction shed</li> <li>Home corner</li> <li>Singing</li> <li>Helicopter stories</li> <li>Take One picture</li> </ul>	