

# Curriculum Coverage Map Early Years: Cycle A



\Subjects/Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>PRIME AREAS OF LEARNING</b></p> <p><b>PSHE- Making relationships</b></p>	<p><u>Cornerstones Topic</u></p> <p><b>WHY DO YOU LOVE ME SO MUCH?</b> <u>OUTDOOR LEARNING</u></p> <p><b>Knowledge of location</b> <b>Nursery</b> To know the name of our school, village and town. <b>Reception</b> To know the name of the road they live on and the name of the church next to school <b>Orientation skills</b> <b>Nursery</b> Begin to use directional Language Use locational and directional language <b>Reception</b> Use maps and atlases to identify UK</p>	<p><u>Cornerstones Topic</u></p> <p><b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b></p>	<p><u>Cornerstones Topic</u></p> <p><b>DID DRAGONS EXIST?</b> <u>OUTDOOR LEARNING</u></p> <p><b>Knowledge of location</b> <b>Nursery</b> To know the name of our school, village and town. <b>Reception</b> To know the name of the road they live on and the name of the church next to school <b>Orientation skills</b> <b>Nursery</b> Begin to use directional Language Use locational and directional language <b>Reception</b> Use maps and atlases to identify UK</p>	<p><u>Cornerstones Topic</u></p> <p><b>ARE EGGS ALIVE?</b> <u>OUTDOOR LEARNING</u></p> <p><b>Chickens and ducks</b> Observe and handle chickens and ducks within school grounds. Name parts of the birds To know that birds hatch from eggs Observe and handle chickens and ducks within school grounds. To know what the ducks and chickens eat and basic care needs of water, shelter and food.</p> <p><b>Birds</b> To be able to name common birds found in Hartlepool To be able to name common birds found in Britain</p> <p><b>Farming</b> To understand what animals live on a farm To understand what animals live on a farm and how they are looked after</p>	<p><u>Cornerstones Topic</u></p> <p><b>WHY IS WATER WET?</b> <u>OUTDOOR LEARNING</u></p> <p><b>Outdoor survival skills</b> To know how to create shelters/dens in the outdoor environment To create dens that survive the water test... whilst sitting inside! To begin to understand how to dress appropriately</p>	<p><u>WHAT IS A SHADOW ?</u></p>
	<p><b>OUTDOOR LEARNING</b> <b>SEASONAL THEMES</b></p> <p><b>Trees, flowers &amp; plants</b> To know the names of some common flowers To know the names of common trees and flowers</p> <p><b>Planting and growing</b> To participate in planting seeds and bulbs. To participate in planting seeds, bulbs and looking after them eg by watering.</p>					
		<p><u>EARLY YEARS DEVELOPMENT MATTERS</u></p> <p><b>30-50</b> Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>40-60</b> Initiates conversation, attends to and takes account of what others say</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u></p> <p><b>30-50</b> Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>40-60</b> Initiates conversation, attends to and takes account of what others say</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u></p> <p><b>30-50</b> Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>40-60</b> Initiates conversation, attends to and takes account of what others say</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u></p> <p><b>30-50</b> Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>40-60</b> Initiates conversation, attends to and takes account of what others say</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u></p> <p><b>30-50</b> Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>40-60</b> Initiates conversation, attends to and takes account of what others say</p>



# Curriculum Coverage Map Early Years: Cycle A



	<p>Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community</p> <p><b>40-60</b> Confident to speak to others about own needs wants interests and opinions Describes self in positive terms and talk about abilities Chooses equipment necessary to complete a task</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Resourceful in finding support when they need help or information Talks about the plans they have made to carry out activities and what they might change if they were to repeat them. Confident to speak to a class group. Talks about the things they enjoy and are good at and about the things they don't find easy</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community</p> <p><b>40-60</b> Confident to speak to others about own needs wants interests and opinions Describes self in positive terms and talk about abilities Chooses equipment necessary to complete a task</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Resourceful in finding support when they need help or information Talks about the plans they have made to carry out activities and what they might change if they were to repeat them. Confident to speak to a class group. Talks about the things they enjoy and are good at and about the things they don't find easy</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community</p> <p><b>40-60</b> Confident to speak to others about own needs wants interests and opinions Describes self in positive terms and talk about abilities Chooses equipment necessary to complete a task</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Resourceful in finding support when they need help or information Talks about the plans they have made to carry out activities and what they might change if they were to repeat them. Confident to speak to a class group. Talks about the things they enjoy and are good at and about the things they don't find easy</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community</p> <p><b>40-60</b> Confident to speak to others about own needs wants interests and opinions Describes self in positive terms and talk about abilities Chooses equipment necessary to complete a task</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Resourceful in finding support when they need help or information Talks about the plans they have made to carry out activities and what they might change if they were to repeat them. Confident to speak to a class group. Talks about the things they enjoy and are good at and about the things they don't find easy</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community</p> <p><b>40-60</b> Confident to speak to others about own needs wants interests and opinions Describes self in positive terms and talk about abilities Chooses equipment necessary to complete a task</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Resourceful in finding support when they need help or information Talks about the plans they have made to carry out activities and what they might change if they were to repeat them. Confident to speak to a class group. Talks about the things they enjoy and are good at and about the things they don't find easy</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing and will communicate freely about home and community</p> <p><b>40-60</b> Confident to speak to others about own needs wants interests and opinions Describes self in positive terms and talk about abilities Chooses equipment necessary to complete a task</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Resourceful in finding support when they need help or information Talks about the plans they have made to carry out activities and what they might change if they were to repeat them. Confident to speak to a class group. Talks about the things they enjoy and are good at and about the things they don't find easy</p>
	<p><b>Skill coverage</b></p> <p>Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success,</p>	<p><b>Skill coverage</b></p> <p>Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p>	<p><b>Skill coverage</b></p> <p>Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p>	<p><b>Skill coverage</b></p> <p>Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p>	<p><b>Skill coverage</b></p> <p>Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p>	<p><b>Skill coverage</b></p> <p>Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p>
						<b>Key Vocabulary</b>
<b>PSHE- Managing feelings and</b>	<b>Cornerstones Topic</b> <b>WHY DO YOU LOVE ME SO MUCH?</b>	<b>Cornerstones Topic</b> <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<b>Cornerstones Topic</b> <b>DID DRAGONS EXIST?</b>	<b>Cornerstones Topic</b> <b>ARE EGGS ALIVE?</b>	<b>Cornerstones Topic</b> <b>WHY IS WATER WET?</b>	<b>Cornerstones Topic</b> <b>WHAT IS A SHADOW ?</b>

# Curriculum Coverage Map Early Years: Cycle A



## behaviour

	<b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b>	<b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b>	<b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b>	<b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b>	<b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b>	<b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b>
	<p>Aware of own feelings, and knows that some actions and words can hurt others feelings</p> <p>Begins to accept the needs of others and can take turns and share resources sometimes with support from others</p> <p>Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Usually adapts behaviour to different events, social situations and changes in routine</p> <p><b>40-60</b></p> <p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Begins to be able to negotiate and solve problems without aggression</p> <p><b>ELG</b></p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow their rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>EXCEDDING</b></p> <p>Knows some ways to manage their feelings and begins to use these to maintain control</p> <p>Listens to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Knows when and how to stand up for themselves</p> <p>Stops and thinks before acting and waits for things they want</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others feelings</p> <p>Begins to accept the needs of others and can take turns and share resources sometimes with support from others</p> <p>Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Usually adapts behaviour to different events, social situations and changes in routine</p> <p><b>40-60</b></p> <p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Begins to be able to negotiate and solve problems without aggression</p> <p><b>ELG</b></p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow their rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>EXCEDDING</b></p> <p>Knows some ways to manage their feelings and begins to use these to maintain control</p> <p>Listens to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Knows when and how to stand up for themselves</p> <p>Stops and thinks before acting and waits for things they want</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others feelings</p> <p>Begins to accept the needs of others and can take turns and share resources sometimes with support from others</p> <p>Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Usually adapts behaviour to different events, social situations and changes in routine</p> <p><b>40-60</b></p> <p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Begins to be able to negotiate and solve problems without aggression</p> <p><b>ELG</b></p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow their rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>EXCEDDING</b></p> <p>Knows some ways to manage their feelings and begins to use these to maintain control</p> <p>Listens to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Knows when and how to stand up for themselves</p> <p>Stops and thinks before acting and waits for things they want</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others feelings</p> <p>Begins to accept the needs of others and can take turns and share resources sometimes with support from others</p> <p>Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Usually adapts behaviour to different events, social situations and changes in routine</p> <p><b>40-60</b></p> <p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Begins to be able to negotiate and solve problems without aggression</p> <p><b>ELG</b></p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow their rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>EXCEDDING</b></p> <p>Knows some ways to manage their feelings and begins to use these to maintain control</p> <p>Listens to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Knows when and how to stand up for themselves</p> <p>Stops and thinks before acting and waits for things they want</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others feelings</p> <p>Begins to accept the needs of others and can take turns and share resources sometimes with support from others</p> <p>Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Usually adapts behaviour to different events, social situations and changes in routine</p> <p><b>40-60</b></p> <p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Begins to be able to negotiate and solve problems without aggression</p> <p><b>ELG</b></p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow their rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>EXCEDDING</b></p> <p>Knows some ways to manage their feelings and begins to use these to maintain control</p> <p>Listens to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Knows when and how to stand up for themselves</p> <p>Stops and thinks before acting and waits for things they want</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others feelings</p> <p>Begins to accept the needs of others and can take turns and share resources sometimes with support from others</p> <p>Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Usually adapts behaviour to different events, social situations and changes in routine</p> <p><b>40-60</b></p> <p>Understands that own actions affect other people</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Begins to be able to negotiate and solve problems without aggression</p> <p><b>ELG</b></p> <p>Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow their rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride</p> <p><b>EXCELLING</b></p> <p>Knows some ways to manage their feelings and begins to use these to maintain control</p> <p>Listens to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>Knows when and how to stand up for themselves</p> <p>Stops and thinks before acting and waits for things they want</p>
	<p><b>Skill coverage</b></p> <p>Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ideas on what might make people feel better when they are sad or cross.</p> <p>Show concern and respect for others, living things and the environment.</p> <p>Establish routines with predictable sequences and events.</p>	<p><b>Skill coverage</b></p> <p>Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ideas on what might make people feel better when they are sad or cross.</p> <p>Show concern and respect for others, living things and the environment.</p> <p>Establish routines with predictable sequences and events.</p>	<p><b>Skill coverage</b></p> <p>Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ideas on what might make people feel better when they are sad or cross.</p> <p>Show concern and respect for others, living things and the environment.</p> <p>Establish routines with predictable sequences and events.</p>	<p><b>Skill coverage</b></p> <p>Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ideas on what might make people feel better when they are sad or cross.</p> <p>Show concern and respect for others, living things and the environment.</p> <p>Establish routines with predictable sequences and events.</p>	<p><b>Skill coverage</b></p> <p>Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ideas on what might make people feel better when they are sad or cross.</p> <p>Show concern and respect for others, living things and the environment.</p> <p>Establish routines with predictable sequences and events.</p>	<p><b>Skill coverage</b></p> <p>Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'</p> <p>Ideas on what might make people feel better when they are sad or cross.</p> <p>Show concern and respect for others, living things and the environment.</p> <p>Establish routines with predictable sequences and events.</p>

# Curriculum Coverage Map Early Years: Cycle A



	<p>Can cope with changes that may occur in the routine.</p> <p>Find solutions to problems and conflicts.</p> <p><b>Show a care for the environment.</b></p> <p>Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.</p> <p><b>Think about issues from the viewpoint of others.</b></p>	<p>Can cope with changes that may occur in the routine.</p> <p>Find solutions to problems and conflicts.</p> <p><b>Show a care for the environment.</b></p> <p>Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.</p> <p><b>Think about issues from the viewpoint of others.</b></p>	<p>Can cope with changes that may occur in the routine.</p> <p>Find solutions to problems and conflicts.</p> <p><b>Show a care for the environment.</b></p> <p>Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.</p> <p><b>Think about issues from the viewpoint of others.</b></p>	<p>Can cope with changes that may occur in the routine.</p> <p>Find solutions to problems and conflicts.</p> <p><b>Show a care for the environment.</b></p> <p>Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.</p> <p><b>Think about issues from the viewpoint of others.</b></p>	<p>Can cope with changes that may occur in the routine.</p> <p>Find solutions to problems and conflicts.</p> <p><b>Show a care for the environment.</b></p> <p>Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.</p> <p><b>Think about issues from the viewpoint of others.</b></p>	<p>Can cope with changes that may occur in the routine.</p> <p>Find solutions to problems and conflicts.</p> <p><b>Show a care for the environment.</b></p> <p>Talk about fair and unfair situations, children’s feelings about fairness, and how we can make things fair.</p> <p><b>Think about issues from the viewpoint of others.</b></p>
<b>COMMUNICATION AND LANGUAGE – Listening and attention</b>	<u>Cornerstones Topic</u>  <b>WHY DO YOU LOVE ME SO MUCH?</b>	<u>Cornerstones Topic</u>  <b>WHY CAN’T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<u>Cornerstones Topic</u>  <b>DID DRAGONS EXIST?</b>	<u>Cornerstones Topic</u>  <b>ARE EGGS ALIVE?</b>	<u>Cornerstones Topic</u>  <b>WHY IS WATER WET?</b>	<u>Cornerstones Topic</u>  <b>WHAT IS A SHADOW ?</b>
	<u>EARLY YEARS DEVELOPMENT MATTERS</u>  <b>30-50</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own <b>40-60</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>ELG</b> 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. <b>EXCEEDING</b> Children listen to instructions and follow	<u>EARLY YEARS DEVELOPMENT MATTERS</u>  <b>30-50</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own <b>40-60</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>ELG</b> 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. <b>EXCEEDING</b> Children listen to instructions and follow	<u>EARLY YEARS DEVELOPMENT MATTERS</u>  <b>30-50</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own <b>40-60</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>ELG</b> 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. <b>EXCEEDING</b> Children listen to instructions and follow	<u>EARLY YEARS DEVELOPMENT MATTERS</u>  <b>30-50</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own <b>40-60</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>ELG</b> 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. <b>EXCEEDING</b> Children listen to instructions and follow	<u>EARLY YEARS DEVELOPMENT MATTERS</u>  <b>30-50</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own <b>40-60</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>ELG</b> 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. <b>EXCEEDING</b> Children listen to instructions and follow	<u>EARLY YEARS DEVELOPMENT MATTERS</u>  <b>30-50</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own <b>40-60</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <b>ELG</b> 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. <b>EXCEEDING</b> Children listen to instructions and follow





# Curriculum Coverage Map Early Years: Cycle A



						<b>Key Vocabulary</b>
<b>COMMUNICATION AND LANGUAGE-SPEAKING</b>	<b><u>Cornerstones Topic</u></b>  <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<b><u>Cornerstones Topic</u></b>  <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<b><u>Cornerstones Topic</u></b>  <b>DID DRAGONS EXIST?</b>	<b><u>Cornerstones Topic</u></b>  <b>ARE EGGS ALIVE?</b>	<b><u>Cornerstones Topic</u></b>  <b>WHY IS WATER WET?</b>	<b><u>Cornerstones Topic</u></b>  <b>WHAT IS A SHADOW ?</b>
	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b><u>40-60</u></b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b><u>ELG</u></b> 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</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b><u>40-60</u></b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b><u>ELG</u></b> 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</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b><u>40-60</u></b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b><u>ELG</u></b> 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</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b><u>40-60</u></b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b><u>ELG</u></b> 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</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b><u>40-60</u></b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b><u>ELG</u></b> 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</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p><b><u>40-60</u></b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p><b><u>ELG</u></b> 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</p>

# Curriculum Coverage Map Early Years: Cycle A



	<p>explanations by connecting ideas or events. <b>EXCEEDING</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas <b>They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events</b></p>	<p>explanations by connecting ideas or events. <b>EXCEEDING</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas <b>They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events</b></p>	<p>explanations by connecting ideas or events. <b>EXCEEDING</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas <b>They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events</b></p>	<p>explanations by connecting ideas or events. <b>EXCEEDING</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas <b>They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events</b></p>	<p>explanations by connecting ideas or events. <b>EXCEEDING</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas <b>They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events</b></p>	<p>explanations by connecting ideas or events. <b>EXCEEDING</b> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas <b>They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events</b></p>
	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>
	( see core coverage)	( see core coverage)	( see core coverage)	( see core coverage)	( see core coverage)	( see core coverage)
						<b>Key Vocabulary</b>
<b>PHYSICAL DEVELOPMENT- MOVING AND HANDLING</b>	<b>Cornerstones Topic</b> <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<b>Cornerstones Topic</b> <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<b>Cornerstones Topic</b> <b>DID DRAGONS EXIST?</b>	<b>Cornerstones Topic</b> <b>ARE EGGS ALIVE?</b>	<b>Cornerstones Topic</b> <b>WHY IS WATER WET?</b>	<b>Cornerstones Topic</b> <b>WHAT IS A SHADOW ?</b>
	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p>



# Curriculum Coverage Map Early Years: Cycle A



	<p><b>40-60</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size</p>	<p><b>40-60</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size</p>	<p><b>40-60</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size</p>	<p><b>40-60</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size</p>	<p><b>40-60</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size</p>	<p><b>40-60</b> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size</p>
	<p><b>Skill coverage</b> <b>PE</b> <b>DANCE</b></p>	<p><b>Skill coverage</b> <b>PE</b> <b>DANCE</b></p>	<p><b>Skill coverage</b> <b>PE</b> <b>DANCE</b></p>	<p><b>Skill coverage</b> <b>PE</b> <b>DANCE</b></p>	<p><b>Skill coverage</b> <b>PE</b> <b>DANCE</b></p>	<p><b>Skill coverage</b> <b>PE</b> <b>DANCE</b></p>

# Curriculum Coverage Map Early Years: Cycle A



						<u>Key Vocabulary</u>
<b>PHYSICAL DEVELOPMENT- HEALTH AND SELF-CARE</b>	<u>Cornerstones Topic</u>  <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<u>Cornerstones Topic</u>  <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<u>Cornerstones Topic</u>  <b>DID DRAGONS EXIST?</b>	<u>Cornerstones Topic</u>  <b>ARE EGGS ALIVE?</b>	<u>Cornerstones Topic</u>  <b>WHY IS WATER WET?</b>	<u>Cornerstones Topic</u>  <b>WHAT IS A SHADOW ?</b>
	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>40-60</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal 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.</p> <p><b>EXCEEDING</b> Children know about and can make healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>40-60</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal 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.</p> <p><b>EXCEEDING</b> Children know about and can make healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>40-60</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal 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.</p> <p><b>EXCEEDING</b> Children know about and can make healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>40-60</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal 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.</p> <p><b>EXCEEDING</b> Children know about and can make healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>40-60</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal 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.</p> <p><b>EXCEEDING</b> Children know about and can make healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>40-60</b> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal 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.</p> <p><b>EXCEEDING</b> Children know about and can make healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces</p>

## Curriculum Coverage Map Early Years: Cycle A



	<p><b><u>Skill coverage</u></b></p> <p><b><u>PE</u></b></p> <p><b><u>DANCE</u></b></p> <p><b><u>PSHE</u></b> Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>PE</u></b></p> <p><b><u>DANCE</u></b></p> <p><b><u>PSHE</u></b> Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>PE</u></b></p> <p><b><u>DANCE</u></b></p> <p><b><u>PSHE</u></b> Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>PE</u></b></p> <p><b><u>DANCE</u></b></p> <p><b><u>PSHE</u></b> Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>PE</u></b></p> <p><b><u>DANCE</u></b></p> <p><b><u>PSHE</u></b> Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>PE</u></b></p> <p><b><u>DANCE</u></b></p> <p><b><u>PSHE</u></b> Use and care for materials and use them independently</p> <p>Explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p>Offer help with activities when asked but not before.</p> <p>Feel confident.</p> <p>Feel good about their own success</p>
<b>LITERACY-READING</b>	<p><b><u>Cornerstones Topic</u></b></p> <p><b><u>WHY DO YOU LOVE ME SO MUCH ?</u></b></p>	<p><b><u>Cornerstones Topic</u></b></p> <p><b><u>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</u></b></p>	<p><b><u>Cornerstones Topic</u></b></p> <p><b><u>DID DRAGONS EXIST?</u></b></p>	<p><b><u>Cornerstones Topic</u></b></p> <p><b><u>ARE EGGS ALIVE?</u></b></p>	<p><b><u>Cornerstones Topic</u></b></p> <p><b><u>WHY IS WATER WET?</u></b></p>	<p><b><u>Cornerstones Topic</u></b></p> <p><b><u>WHAT IS A SHADOW ?</u></b></p>
	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.</p>

# Curriculum Coverage Map Early Years: Cycle A



	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>
	<p><b>Skill coverage</b></p> <p>( see core coverage)</p>	<p><b>Skill coverage</b></p> <p>( see core coverage)</p>	<p><b>Skill coverage</b></p> <p>( see core coverage)</p>	<p><b>Skill coverage</b></p> <p>( see core coverage)</p>	<p><b>Skill coverage</b></p> <p>( see core coverage)</p>	<p><b>Skill coverage</b></p> <p>( see core coverage)</p>

# Curriculum Coverage Map Early Years: Cycle A



						<b>Key Vocabulary</b>
<b>LITERACY- WRITING</b>	<b>Cornerstones Topic</b>  <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<b>Cornerstones Topic</b>  <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<b>Cornerstones Topic</b>  <b>DID DRAGONS EXIST?</b>	<b>Cornerstones Topic</b>  <b>ARE EGGS ALIVE?</b>	<b>Cornerstones Topic</b>  <b>WHY IS WATER WET?</b>	<b>Cornerstones Topic</b>  <b>WHAT IS A SHADOW ?</b>
	<p><b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing</p>
	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>	<b>Skill coverage</b>



# Curriculum Coverage Map Early Years: Cycle A



						<b>Key Vocabulary</b>
<b>MATHEMATICS- NUMBERS</b>	<b><u>Cornerstones Topic</u></b>  <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<b><u>Cornerstones Topic</u></b>  <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<b><u>Cornerstones Topic</u></b>  <b>DID DRAGONS EXIST?</b>	<b><u>Cornerstones Topic</u></b>  <b>ARE EGGS ALIVE?</b>	<b><u>Cornerstones Topic</u></b>  <b>WHY IS WATER WET?</b>	<b><u>Cornerstones Topic</u></b>  <b>WHAT IS A SHADOW ?</b>
	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b>                  Uses some number names and number language spontaneously.                  Uses some number names accurately in play.                  Recites numbers in order to 10.                  Knows that numbers identify how many objects are in a set.                  Beginning to represent numbers using fingers, marks on paper or pictures.                  Sometimes matches numeral and quantity correctly.                  Shows curiosity about numbers by offering comments or asking questions.                  Compares two groups of objects, saying when they have the same number.                  Shows an interest in number problems.                  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                  Shows an interest in numerals in the environment.                  Shows an interest in representing numbers.                  Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><b><u>40-60</u></b>                  Recognise some numerals of personal significance.                  Recognises numerals 1 to 5.                  Counts up to three or four objects by saying one number name for each item.                  Counts actions or objects which cannot be moved.                  Counts objects to 10, and beginning to count beyond 10.                  Counts out up to six objects from a larger group.                  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  Counts an irregular arrangement of up to ten objects.                  Estimates how many objects they can see and checks by counting them.                  Uses the language of 'more' and 'fewer'</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b>                  Uses some number names and number language spontaneously.                  Uses some number names accurately in play.                  Recites numbers in order to 10.                  Knows that numbers identify how many objects are in a set.                  Beginning to represent numbers using fingers, marks on paper or pictures.                  Sometimes matches numeral and quantity correctly.                  Shows curiosity about numbers by offering comments or asking questions.                  Compares two groups of objects, saying when they have the same number.                  Shows an interest in number problems.                  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                  Shows an interest in numerals in the environment.                  Shows an interest in representing numbers.                  Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><b><u>40-60</u></b>                  Recognise some numerals of personal significance.                  Recognises numerals 1 to 5.                  Counts up to three or four objects by saying one number name for each item.                  Counts actions or objects which cannot be moved.                  Counts objects to 10, and beginning to count beyond 10.                  Counts out up to six objects from a larger group.                  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  Counts an irregular arrangement of up to ten objects.                  Estimates how many objects they can see and checks by counting them.                  Uses the language of 'more' and 'fewer'</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b>                  Uses some number names and number language spontaneously.                  Uses some number names accurately in play.                  Recites numbers in order to 10.                  Knows that numbers identify how many objects are in a set.                  Beginning to represent numbers using fingers, marks on paper or pictures.                  Sometimes matches numeral and quantity correctly.                  Shows curiosity about numbers by offering comments or asking questions.                  Compares two groups of objects, saying when they have the same number.                  Shows an interest in number problems.                  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                  Shows an interest in numerals in the environment.                  Shows an interest in representing numbers.                  Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><b><u>40-60</u></b>                  Recognise some numerals of personal significance.                  Recognises numerals 1 to 5.                  Counts up to three or four objects by saying one number name for each item.                  Counts actions or objects which cannot be moved.                  Counts objects to 10, and beginning to count beyond 10.                  Counts out up to six objects from a larger group.                  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  Counts an irregular arrangement of up to ten objects.                  Estimates how many objects they can see and checks by counting them.                  Uses the language of 'more' and 'fewer'</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b>                  Uses some number names and number language spontaneously.                  Uses some number names accurately in play.                  Recites numbers in order to 10.                  Knows that numbers identify how many objects are in a set.                  Beginning to represent numbers using fingers, marks on paper or pictures.                  Sometimes matches numeral and quantity correctly.                  Shows curiosity about numbers by offering comments or asking questions.                  Compares two groups of objects, saying when they have the same number.                  Shows an interest in number problems.                  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                  Shows an interest in numerals in the environment.                  Shows an interest in representing numbers.                  Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><b><u>40-60</u></b>                  Recognise some numerals of personal significance.                  Recognises numerals 1 to 5.                  Counts up to three or four objects by saying one number name for each item.                  Counts actions or objects which cannot be moved.                  Counts objects to 10, and beginning to count beyond 10.                  Counts out up to six objects from a larger group.                  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  Counts an irregular arrangement of up to ten objects.                  Estimates how many objects they can see and checks by counting them.                  Uses the language of 'more' and 'fewer'</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b>                  Uses some number names and number language spontaneously.                  Uses some number names accurately in play.                  Recites numbers in order to 10.                  Knows that numbers identify how many objects are in a set.                  Beginning to represent numbers using fingers, marks on paper or pictures.                  Sometimes matches numeral and quantity correctly.                  Shows curiosity about numbers by offering comments or asking questions.                  Compares two groups of objects, saying when they have the same number.                  Shows an interest in number problems.                  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                  Shows an interest in numerals in the environment.                  Shows an interest in representing numbers.                  Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><b><u>40-60</u></b>                  Recognise some numerals of personal significance.                  Recognises numerals 1 to 5.                  Counts up to three or four objects by saying one number name for each item.                  Counts actions or objects which cannot be moved.                  Counts objects to 10, and beginning to count beyond 10.                  Counts out up to six objects from a larger group.                  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  Counts an irregular arrangement of up to ten objects.                  Estimates how many objects they can see and checks by counting them.                  Uses the language of 'more' and 'fewer'</p>	<p><b><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u></b>                  Uses some number names and number language spontaneously.                  Uses some number names accurately in play.                  Recites numbers in order to 10.                  Knows that numbers identify how many objects are in a set.                  Beginning to represent numbers using fingers, marks on paper or pictures.                  Sometimes matches numeral and quantity correctly.                  Shows curiosity about numbers by offering comments or asking questions.                  Compares two groups of objects, saying when they have the same number.                  Shows an interest in number problems.                  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.                  Shows an interest in numerals in the environment.                  Shows an interest in representing numbers.                  Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><b><u>40-60</u></b>                  Recognise some numerals of personal significance.                  Recognises numerals 1 to 5.                  Counts up to three or four objects by saying one number name for each item.                  Counts actions or objects which cannot be moved.                  Counts objects to 10, and beginning to count beyond 10.                  Counts out up to six objects from a larger group.                  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                  Counts an irregular arrangement of up to ten objects.                  Estimates how many objects they can see and checks by counting them.                  Uses the language of 'more' and 'fewer'</p>

# Curriculum Coverage Map Early Years: Cycle A



	<p>to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p>	<p>to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p>	<p>to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p>	<p>to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p>	<p>to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p>	<p>to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.</p>
	<u>Skill coverage</u>	<u>Skill coverage</u>	<u>Skill coverage</u>	<u>Skill coverage</u>	<u>Skill coverage</u>	<u>Skill coverage</u>
	<u>( see core coverage)</u>	<u>( see core coverage)</u>	<u>( see core coverage)</u>	<u>( see core coverage)</u>	<u>( see core coverage)</u>	<u>( see core coverage)</u>
						<u>Key Vocabulary</u>
<b>MATHEMATICS- SHAPES, SPACE</b>	<u>Cornerstones Topic</u>  WHY DO YOU LOVE ME SO MUCH ?	<u>Cornerstones Topic</u>  WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	<u>Cornerstones Topic</u>  DID DRAGONS EXIST?	<u>Cornerstones Topic</u>  ARE EGGS ALIVE?	<u>Cornerstones Topic</u>  WHY IS WATER WET?	<u>Cornerstones Topic</u>  WHAT IS A SHADOW ?



## Curriculum Coverage Map Early Years: Cycle A



	<u>Skill coverage</u>  ( see core coverage)	<u>Skill coverage</u>  ( see core coverage)	<u>Skill coverage</u>  ( see core coverage)	<u>Skill coverage</u>  ( see core coverage)	<u>Skill coverage</u>  ( see core coverage)	<u>Skill coverage</u>  ( see core coverage)
						<u>Key Vocabulary</u>
<b>UNDERSTANDING THE WORLD- PEOPLE AND COMMUNITIES</b>	<u>Cornerstones Topic</u>  WHY DO YOU LOVE ME SO MUCH ?	<u>Cornerstones Topic</u>  WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	<u>Cornerstones Topic</u>  DID DRAGONS EXIST?	<u>Cornerstones Topic</u>  ARE EGGS ALIVE?	<u>Cornerstones Topic</u>  WHY IS WATER WET?	<u>Cornerstones Topic</u>  WHAT IS A SHADOW ?
	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u> <b>30-50</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>40-60</b> Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children know the difference between past and present events in their own lives and some reasons why people lives were different in the past. They know that other children have different likes and dislikes and that they</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u> <b>30-50</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>40-60</b> Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children know the difference between past and present events in their own lives and some reasons why people lives were different in the past. They know that other children have different likes and dislikes and that they</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u> <b>30-50</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>40-60</b> Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children know the difference between past and present events in their own lives and some reasons why people lives were different in the past. They know that other children have different likes and dislikes and that they</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS</u> <b>30-50</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>40-60</b> Enjoys joining in with family customs and routines.</p> <p><b>ELG</b> 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.</p> <p><b>EXCEEDING</b> Children know the difference between past and present events in their own lives and some reasons why people lives were different in the past. They know that other children have different likes and dislikes and that they</p>		

# Curriculum Coverage Map Early Years: Cycle A



	<p>may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p>may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p>	<p>may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p>	<p>may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</p>		
	<p><b><u>Skill coverage</u></b></p> <p><b><u>HISTORY</u></b> <b><u>Chronological Understanding</u></b> Remembers and talk about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives and in the lives of family members</p> <p>Use words and phrases that describe the passing of time</p> <p><b><u>Knowledge and Understanding</u></b> Tell others about things that happened when they were little</p> <p>Give examples of things that are different in my life from that of my grandparents when they were young</p> <p>Spot old and new things in a picture</p> <p><b><u>Historical Enquiry</u></b> Answer questions using an artefact/ photograph provided</p> <p><b><u>GEOGRAPHY</u></b></p> <p>Name and locate characteristics of the local area/ where they live.</p> <p>Name the town and country they live in. Begin to use basic vocabulary</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>HISTORY</u></b> <b><u>Chronological Understanding</u></b> Remembers and talk about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives and in the lives of family members</p> <p>Use words and phrases that describe the passing of time</p> <p><b><u>Knowledge and Understanding</u></b> Put up to three objects in chronological order Use words and phrases that describe the passing of time</p> <p>Appreciate that some famous people have helped our lives be better today</p> <p>Begin to identify the main differences between old and new objects</p> <p>Identify objects from the past, such as old toys</p> <p>Give examples of things that are different in my life from that of my grandparents when they were young</p> <p><b><u>Historical enquiry</u></b> Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world Closely at similarities, differences, patterns and change</p> <p>Make observations of animals and plants and explain why some things occur, and</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>GEOGRAPHY</u></b></p> <p>Name and locate characteristics of the local area/ where they live.</p> <p>Name the town and country they live in. Begin to use basic vocabulary</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>HISTORY</u></b> <b><u>Chronological Understanding</u></b> Remembers and talk about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own lives and in the lives of family members</p> <p>Use words and phrases that describe the passing of time</p> <p><b><u>Knowledge and Understanding</u></b> Put up to three objects in chronological order Use words and phrases that describe the passing of time</p> <p>Appreciate that some famous people have helped our lives be better today</p> <p>Begin to identify the main differences between old and new objects</p> <p>Identify objects from the past, such as old toys</p> <p>Give examples of things that are different in my life from that of my grandparents when they were young</p> <p><b><u>Historical enquiry</u></b> Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world Closely at similarities, differences, patterns and change</p> <p>Make observations of animals and plants and explain why some things occur, and</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>GEOGRAPHY</u></b></p> <p>Name and locate characteristics of the local area/ where they live.</p> <p>Name the town and country they live in. Begin to use basic vocabulary</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>GEOGRAPHY</u></b></p> <p>Name and locate characteristics of the local area/ where they live.</p> <p>Name the town and country they live in. Begin to use basic vocabulary</p>



# Curriculum Coverage Map Early Years: Cycle A



		<p>talk about changes Ask and answer questions about old and new objects</p> <p>Spot old and new things in a picture</p> <p>Answer questions using an artefact/ photograph provided</p> <p>Give a plausible explanation about what an object was used for in the past</p>		<p>talk about changes Ask and answer questions about old and new objects</p> <p>Spot old and new things in a picture</p> <p>Answer questions using an artefact/ photograph provided</p> <p>Give a plausible explanation about what an object was used for in the past</p>		
						<b>Key Vocabulary</b>
<b>UNDERSTANDING THE WORLD- THE WORLD</b>	<b>Cornerstones Topic</b> <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<b>Cornerstones Topic</b> <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<b>Cornerstones Topic</b> <b>DID DRAGONS EXIST?</b>	<b>Cornerstones Topic</b> <b>ARE EGGS ALIVE?</b>	<b>Cornerstones Topic</b> <b>WHY IS WATER WET?</b>	<b>Cornerstones Topic</b> <b>WHAT IS A SHADOW?</b>
	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <b>Shows care and concern for living things and the environment</b></p> <p><b>40-60</b> Looks closely at similarities, differences, patterns and change</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking, experimentation.</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <b>Shows care and concern for living things and the environment</b></p> <p><b>40-60</b> Looks closely at similarities, differences, patterns and change</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking, experimentation.</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <b>Shows care and concern for living things and the environment</b></p> <p><b>40-60</b> Looks closely at similarities, differences, patterns and change</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking, experimentation.</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <b>Shows care and concern for living things and the environment</b></p> <p><b>40-60</b> Looks closely at similarities, differences, patterns and change</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking, experimentation.</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <b>Shows care and concern for living things and the environment</b></p> <p><b>40-60</b> Looks closely at similarities, differences, patterns and change</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking, experimentation.</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <b>Shows care and concern for living things and the environment</b></p> <p><b>40-60</b> Looks closely at similarities, differences, patterns and change</p> <p><b>ELG</b> 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</p> <p><b>EXCEEDING</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating and sinking, experimentation.</p>



## Curriculum Coverage Map Early Years: Cycle A



	<p>with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images. Knows that information can be retrieved from computers</p> <p><b>40-60</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>ELG</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p><b>EXCEEDING</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images. Knows that information can be retrieved from computers</p> <p><b>40-60</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>ELG</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p><b>EXCEEDING</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images. Knows that information can be retrieved from computers</p> <p><b>40-60</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>ELG</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p><b>EXCEEDING</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images. Knows that information can be retrieved from computers</p> <p><b>40-60</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>ELG</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p><b>EXCEEDING</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images. Knows that information can be retrieved from computers</p> <p><b>40-60</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>ELG</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p><b>EXCEEDING</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects <u>such as</u> sound, movements or new images. Knows that information can be retrieved from computers</p> <p><b>40-60</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p><b>ELG</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</p> <p><b>EXCEEDING</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need- for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>
	<p><b><u>Skill coverage</u></b></p> <p><b><u>COMPUTING</u></b></p> <p>Knows that different keys have different consequences</p> <p>Can appreciate ways of sorting items (colour, size)</p> <p>Know how things should be filed/stored/tidied</p> <p>Can retrieve something from a specific place</p> <p>Understand the link between the mouse and the screen.</p> <p>Know how to log onto school network.</p> <p>Know what login to use.</p> <p>Know how to turn the computer on</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>COMPUTING</u></b></p> <p>Knows that different keys have different consequences</p> <p>Can appreciate ways of sorting items (colour, size)</p> <p>Know how things should be filed/stored/tidied</p> <p>Can retrieve something from a specific place</p> <p>Understand the link between the mouse and the screen.</p> <p>Know how to log onto school network.</p> <p>Know what login to use.</p> <p>Know how to turn the computer on</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>COMPUTING</u></b></p> <p>Knows that different keys have different consequences</p> <p>Can appreciate ways of sorting items (colour, size)</p> <p>Know how things should be filed/stored/tidied</p> <p>Can retrieve something from a specific place</p> <p>Understand the link between the mouse and the screen.</p> <p>Know how to log onto school network.</p> <p>Know what login to use.</p> <p>Know how to turn the computer on</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>COMPUTING</u></b></p> <p>Knows that different keys have different consequences</p> <p>Can appreciate ways of sorting items (colour, size)</p> <p>Know how things should be filed/stored/tidied</p> <p>Can retrieve something from a specific place</p> <p>Understand the link between the mouse and the screen.</p> <p>Know how to log onto school network.</p> <p>Know what login to use.</p> <p>Know how to turn the computer on</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>COMPUTING</u></b></p> <p>Knows that different keys have different consequences</p> <p>Can appreciate ways of sorting items (colour, size)</p> <p>Know how things should be filed/stored/tidied</p> <p>Can retrieve something from a specific place</p> <p>Understand the link between the mouse and the screen.</p> <p>Know how to log onto school network.</p> <p>Know what login to use.</p> <p>Know how to turn the computer on</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>COMPUTING</u></b></p> <p>Knows that different keys have different consequences</p> <p>Can appreciate ways of sorting items (colour, size)</p> <p>Know how things should be filed/stored/tidied</p> <p>Can retrieve something from a specific place</p> <p>Understand the link between the mouse and the screen.</p> <p>Know how to log onto school network.</p> <p>Know what login to use.</p> <p>Know how to turn the computer on</p>

## Curriculum Coverage Map Early Years: Cycle A



	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly	Know how to shut the computer down correctly
						<b>Key Vocabulary</b>
<b>EXPRESSIVE ARTS AND DESIGN- EXPLORING AND USING MEDIA AND MATERIALS</b>	<u>Cornerstones Topic</u>  <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<u>Cornerstones Topic</u>  <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<u>Cornerstones Topic</u>  <b>DID DRAGONS EXIST?</b>	<u>Cornerstones Topic</u>  <b>ARE EGGS ALIVE?</b>	<u>Cornerstones Topic</u>  <b>WHY IS WATER WET?</b>	<u>Cornerstones Topic</u>  <b>WHAT IS A SHADOW?</b>
	<p><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u>                      Enjoys joining in with dancing and ring games.                      Sings a few familiar songs.                      Beginning to move rhythmically.                      Imitates movement in response to music.                      Taps out simple repeated rhythms.                      Explores and learns how_sounds can be changed.                      Explores colour and how colours can be changed.                      Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      Beginning to be interested in and describe the texture of things.                      Uses various construction materials.                      Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.                      Joins construction pieces together to build and balance.                      Realises tools can be used for a purpose.</p> <p><u>40-60</u>                      Begins to build a repertoire of songs and dances.                      Explores the different sounds of instruments.                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Constructs with a purpose in mind, using a variety of resources.                      Uses simple tools and techniques competently and appropriately.</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u>                      Enjoys joining in with dancing and ring games.                      Sings a few familiar songs.                      Beginning to move rhythmically.                      Imitates movement in response to music.                      Taps out simple repeated rhythms.                      Explores and learns how_sounds can be changed.                      Explores colour and how colours can be changed.                      Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      Beginning to be interested in and describe the texture of things.                      Uses various construction materials.                      Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.                      Joins construction pieces together to build and balance.                      Realises tools can be used for a purpose.</p> <p><u>40-60</u>                      Begins to build a repertoire of songs and dances.                      Explores the different sounds of instruments.                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Constructs with a purpose in mind, using a variety of resources.                      Uses simple tools and techniques competently and appropriately.</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u>                      Enjoys joining in with dancing and ring games.                      Sings a few familiar songs.                      Beginning to move rhythmically.                      Imitates movement in response to music.                      Taps out simple repeated rhythms.                      Explores and learns how_sounds can be changed.                      Explores colour and how colours can be changed.                      Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      Beginning to be interested in and describe the texture of things.                      Uses various construction materials.                      Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.                      Joins construction pieces together to build and balance.                      Realises tools can be used for a purpose.</p> <p><u>40-60</u>                      Begins to build a repertoire of songs and dances.                      Explores the different sounds of instruments.                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Constructs with a purpose in mind, using a variety of resources.                      Uses simple tools and techniques competently and appropriately.</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u>                      Enjoys joining in with dancing and ring games.                      Sings a few familiar songs.                      Beginning to move rhythmically.                      Imitates movement in response to music.                      Taps out simple repeated rhythms.                      Explores and learns how_sounds can be changed.                      Explores colour and how colours can be changed.                      Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      Beginning to be interested in and describe the texture of things.                      Uses various construction materials.                      Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.                      Joins construction pieces together to build and balance.                      Realises tools can be used for a purpose.</p> <p><u>40-60</u>                      Begins to build a repertoire of songs and dances.                      Explores the different sounds of instruments.                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Constructs with a purpose in mind, using a variety of resources.                      Uses simple tools and techniques competently and appropriately.</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u>                      Enjoys joining in with dancing and ring games.                      Sings a few familiar songs.                      Beginning to move rhythmically.                      Imitates movement in response to music.                      Taps out simple repeated rhythms.                      Explores and learns how_sounds can be changed.                      Explores colour and how colours can be changed.                      Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      Beginning to be interested in and describe the texture of things.                      Uses various construction materials.                      Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.                      Joins construction pieces together to build and balance.                      Realises tools can be used for a purpose.</p> <p><u>40-60</u>                      Begins to build a repertoire of songs and dances.                      Explores the different sounds of instruments.                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Constructs with a purpose in mind, using a variety of resources.                      Uses simple tools and techniques competently and appropriately.</p>	<p><u>EARLY YEARS DEVELOPMENT MATTERS 30-50</u>                      Enjoys joining in with dancing and ring games.                      Sings a few familiar songs.                      Beginning to move rhythmically.                      Imitates movement in response to music.                      Taps out simple repeated rhythms.                      Explores and learns how_sounds can be changed.                      Explores colour and how colours can be changed.                      Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.                      Beginning to be interested in and describe the texture of things.                      Uses various construction materials.                      Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.                      Joins construction pieces together to build and balance.                      Realises tools can be used for a purpose.</p> <p><u>40-60</u>                      Begins to build a repertoire of songs and dances.                      Explores the different sounds of instruments.                      Explores what happens when they mix colours.                      Experiments to create different textures.                      Understands that different media can be combined to create new effects.                      Manipulates materials to achieve a planned effect.                      Constructs with a purpose in mind, using a variety of resources.                      Uses simple tools and techniques competently and appropriately.</p>

# Curriculum Coverage Map Early Years: Cycle A



	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>EXCEEDING</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>EXCEEDING</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>EXCEEDING</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>EXCEEDING</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>EXCEEDING</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>ELG</b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>EXCEEDING</b> Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>
	<p><b>Skill coverage</b></p> <p><b>ART</b> <b>Drawing</b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>Painting</b></p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p>	<p><b>Skill coverage</b></p> <p><b>ART</b> <b>Drawing</b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>Painting</b></p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p>	<p><b>Skill coverage</b></p> <p><b>ART</b> <b>Sculpture</b></p> <p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Able to shape and model simply from observation and imagination</p> <p>Impress and apply simple decoration.</p> <p>Simple language created through discussion of feel, size, look, smell etc</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>Textiles</b></p> <p>Handles and manipulates materials such as threads, cottons, wool, raffia, grass</p> <p>Is aware of colour, texture and shape</p> <p><b>D&amp;T</b> <b>Designing</b></p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b></p>	<p><b>Skill coverage</b></p> <p><b>ART</b> <b>Drawing</b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>Painting</b></p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p>	<p><b>Skill coverage</b></p> <p><b>ART</b> <b>Drawing</b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>Painting</b></p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p>	<p><b>Skill coverage</b></p> <p><b>ART</b> <b>Drawing</b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>Painting</b></p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p>



# Curriculum Coverage Map Early Years: Cycle A



<p>Use colours for a purpose.</p> <p>Explore working with powder and ready mixed paint on different surfaces and in different ways.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of</p>	<p>Use colours for a purpose.</p> <p>Explore working with powder and ready mixed paint on different surfaces and in different ways.</p> <p><b>Printmaking</b> Enjoy taking rubbings: leaf, brick, coin.</p> <p>Create simple mono prints using a range of printing utensils/objects.</p> <p>Develop simple patterns by using objects.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p>	<p>Use various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b>MUSIC Nursery</b> <b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p>	<p>Use colours for a purpose.</p> <p>Explore working with powder and ready mixed paint on different surfaces and in different ways.</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>Use colours for a purpose.</p> <p>Explore working with powder and ready mixed paint on different surfaces and in different ways.</p> <p><b>Textiles</b> Handles and manipulates materials such as threads, cottons, wool, raffia, grass Is aware of colour, texture and shape</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of</p>	<p>Use colours for a purpose.</p> <p>Explore working with powder and ready mixed paint on different surfaces and in different ways.</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>Use colours for a purpose.</p> <p>Explore working with powder and ready mixed paint on different surfaces and in different ways.</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>
---	---	---	--	--	--	--

# Curriculum Coverage Map Early Years: Cycle A



	<p>technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b><u>Reception</u></b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p> <p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b>Food preparation, cooking and nutrition</b> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>ELG-</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b><u>Reception</u></b></p> <p><b>Listening</b> Listen and respond to a piece</p>	<p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b><u>Reception</u></b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p> <p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b><u>Reception</u></b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p> <p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p>technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b><u>Reception</u></b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p> <p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p>
--	---	--	---	--	---	--

# Curriculum Coverage Map Early Years: Cycle A



		<p>of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p> <p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>				
						<b>Key Vocabulary</b>
<b>EXPRESSIVE ARTS AND DESIGN- BEING IMAGINATIVE</b>	<u>Cornerstones Topic</u>  <b>WHY DO YOU LOVE ME SO MUCH ?</b>	<u>Cornerstones Topic</u>  <b>WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?</b>	<u>Cornerstones Topic</u>  <b>DID DRAGONS EXIST?</b>	<u>Cornerstones Topic</u>  <b>ARE EGGS ALIVE?</b>	<u>Cornerstones Topic</u>  <b>WHY IS WATER WET?</b>	<u>Cornerstones Topic</u>  <b>WHAT IS A SHADOW?</b>
	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b>            Developing preferences for forms of expression.            Uses movement to express feelings.            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.            Engages in imaginative role-play based on own first-hand experiences.            Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.            Uses available resources to create props to support role-play.            Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  <b>40-60</b>            Create simple representations of events, people and objects.            Initiates new combinations of</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b>            Developing preferences for forms of expression.            Uses movement to express feelings.            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.            Engages in imaginative role-play based on own first-hand experiences.            Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.            Uses available resources to create props to support role-play.            Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  <b>40-60</b>            Create simple representations of events, people and objects.            Initiates new combinations of</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b>            Developing preferences for forms of expression.            Uses movement to express feelings.            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.            Engages in imaginative role-play based on own first-hand experiences.            Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.            Uses available resources to create props to support role-play.            Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  <b>40-60</b>            Create simple representations of events, people and objects.            Initiates new combinations of</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b>            Developing preferences for forms of expression.            Uses movement to express feelings.            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.            Engages in imaginative role-play based on own first-hand experiences.            Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.            Uses available resources to create props to support role-play.            Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  <b>40-60</b>            Create simple representations of events, people and objects.            Initiates new combinations of</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b>            Developing preferences for forms of expression.            Uses movement to express feelings.            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.            Engages in imaginative role-play based on own first-hand experiences.            Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.            Uses available resources to create props to support role-play.            Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  <b>40-60</b>            Create simple representations of events, people and objects.            Initiates new combinations of</p>	<p><b>EARLY YEARS DEVELOPMENT MATTERS 30-50</b>            Developing preferences for forms of expression.            Uses movement to express feelings.            Creates movement in response to music.            Sings to self and makes up simple songs.            Makes up rhythms.            Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.            Engages in imaginative role-play based on own first-hand experiences.            Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.            Uses available resources to create props to support role-play.            Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words  <b>40-60</b>            Create simple representations of events, people and objects.            Initiates new combinations of</p>

# Curriculum Coverage Map Early Years: Cycle A



	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b> 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</p> <p><b><u>EXCEEDING</u></b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b> 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</p> <p><b><u>EXCEEDING</u></b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b> 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</p> <p><b><u>EXCEEDING</u></b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b> 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</p> <p><b><u>EXCEEDING</u></b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b> 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</p> <p><b><u>EXCEEDING</u></b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b><u>ELG</u></b> 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</p> <p><b><u>EXCEEDING</u></b> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.</p>
	<p><b><u>Skill coverage</u></b></p> <p><b><u>ART</u></b> <b><u>Drawing</u></b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>ART</u></b> <b><u>Drawing</u></b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>ART</u></b> <b><u>Drawing</u></b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>ART</u></b> <b><u>Drawing</u></b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>ART</u></b> <b><u>Drawing</u></b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p><b><u>Skill coverage</u></b></p> <p><b><u>ART</u></b> <b><u>Drawing</u></b></p> <p>Use lines to create simple representations.</p> <p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>



# Curriculum Coverage Map Early Years: Cycle A



	<p><b>Painting</b> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in different ways. Look and talk about what they have produced, describing simple techniques and media used. Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources  Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise</p>	<p><b>Painting</b> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in different ways. Look and talk about what they have produced, describing simple techniques and media used. Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources  Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is</p>	<p><b>Painting</b> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in different ways. Look and talk about what they have produced, describing simple techniques and media used. Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources  Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is</p>	<p><b>Painting</b> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in different ways. Look and talk about what they have produced, describing simple techniques and media used. Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources  Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is</p>	<p><b>Painting</b> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in different ways. Look and talk about what they have produced, describing simple techniques and media used. Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources  Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is</p>	<p><b>Painting</b> Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in different ways. Look and talk about what they have produced, describing simple techniques and media used. Use paint to represent ideas, thoughts and feelings</p> <p><b>D&amp;T Designing</b> Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.</p> <p><b>MAKING</b> Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p><b>Early Learning Goal</b> They safely use and explore a variety of materials, tools and techniques,</p> <p><b>EVALUATING</b> With support selects appropriate resources  Selects appropriate resources and adapts work where necessary.</p> <p><b>Technical Knowledge</b> Pupils begin to recognise that a range of technology is</p>
--	---	---	---	---	---	---



# Curriculum Coverage Map Early Years: Cycle A



	<p>that a range of technology is used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b>Reception</b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm</p>	<p>used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b>Reception</b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p>	<p>used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b>Reception</b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p>	<p>used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b>Reception</b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p>	<p>used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b>Reception</b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p>	<p>used in places such as homes and schools.</p> <p>They begin to show an interest in toys with buttons and flaps.</p> <p>Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Pupils understand the simple working characteristics of materials and components</p> <p><b><u>MUSIC</u></b></p> <p><b><u>Nursery</u></b></p> <p><b>Listening</b> Enjoys joining in with dancing and ring games</p> <p><b>Composing and Vocabulary</b> Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.</p> <p><b>Performing and Singing</b> Sings Nursery and Action Rhymes and a few familiar songs</p> <p><b>Rhythm and Pulse</b> Beginning to move rhythmically. Makes up rhythms</p> <p><b>Notation</b> Recognise that print/symbols have meaning (Reading link)</p> <p><b>Appreciation</b> Expresses preferences (PSE link)</p> <p><b>Reception</b></p> <p><b>Listening</b> Listen and respond to a piece of music.</p> <p><b>Composing</b> They represent their own ideas, thoughts and feelings through music</p> <p><b>Vocabulary</b> Describe music they listen to in simple terms, e.g. fast, slow, loud etc</p> <p><b>Performing and Singing</b> Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.</p> <p><b>Rhythm and Pulse</b> Copy a simple rhythm by clapping or using percussion.</p>
--	---	--	--	--	--	--

## Curriculum Coverage Map Early Years: Cycle A



	<p>by clapping or using percussion.</p> <p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>	<p><b>Notation</b> Begin to represent sounds with drawings. Know when to start and stop from visual clues.</p> <p><b>Appreciation</b> Talk confidently about likes and dislikes (PSE link)</p>
						<p><b>Key Vocabulary</b></p>