

## Key Curriculum Outcomes Across Early Years.

Curriculum Area	End of Pre-school Expectation	End of Reception Expectations
Reading	<p>Show understanding of a known text through talk and play</p> <p>Develop vocabulary through emersion in stories and rhymes – key text each half-term</p> <p>Understand how a book works</p> <p>Know that print has meaning</p> <p>Little Wandle – Phase 1</p> <p>Hear and copy initial sounds</p> <p>Know that print has meaning</p> <p>Recognise their name</p>	<p>Retell known stories and narratives using their own words and introduced vocabulary.</p> <p>Use a growing vocabulary including words learnt from stories</p> <p>Begin to understand fiction and non-fiction and some simple differences</p> <p>Choose to look at books for pleasure</p> <p>Little Wandle Phases 2-4</p> <p>Independently blend known phonemes for reading</p> <p>Read a growing number of tricky words.</p>
Writing	<p>Develop core strength through mark-making on the floor or under the table</p> <p>Develop upper arm/shoulder strength through opportunities for crawling and climbing</p> <p>Finger gym – developing finger strength</p> <p>Begin to write their name and various lines and shapes</p>	<p>Independently write for meaning</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Develop a secure tripod grip</p> <p>Write recognisable letters, most of which are correctly formed</p>
Number	<p>Sing nursery rhymes focusing on numbers to 5.</p> <p>Subitising up to 3</p> <p>Accurate 1:1 counting up to 5</p> <p>Verbally counting beyond 10</p> <p>Beginning to understand size comparisons, including capacity</p>	<p>Automatically recall number bonds to 5 and some to 10</p> <p>Have a deep understanding of number to 10, including composition</p> <p>Verbally count beyond 20</p> <p>Compare quantities up to 10 in different contexts</p>
Geography	<p>Introduction to basic maps</p> <p>Look at the globe and know it represents the world</p> <p>Begin to understand simple difference between people and places</p>	<p>Begin to describe the immediate environment (school) through observation, discussion and looking at maps</p> <p>Begin to identify the UK on a world map or globe</p> <p>Talk about similarities and differences between life in this country and other countries</p>
History	<p>Experience a rage of old and new resources within the environment</p> <p>Begin to talk about their own life story</p>	<p>Learn to handle artefacts respectfully</p> <p>Know some similarities and differences in their own past and present</p>

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	<p>Have a basic understanding of their family history – parents, grandparents, siblings</p> <p>Know that they were once a baby</p> <p>Begin to understand the concept of past and present</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Demonstrate a growing understanding of the concepts past and present/now through story and characters encountered</p>
Science	<p>Plant seeds and care for growing plants</p> <p>Observe the lifecycle of a tadpole</p> <p>Recycle paper and compost as part of the daily routines</p> <p>Begin to notice and talk about changes to materials within the environment</p>	<p>Begin to recognise common, local plants and name them.</p> <p>Notice changes in these plants and their link to the seasons</p> <p>Observe and comment on the life cycle of a butterfly</p> <p>Take care of the school environment by not wasting and litter-picking</p> <p>Notice changing states of matter and their link with weather and seasons</p>
RE	<p>Talk about celebrations and traditions through stories and experiences</p> <p>Provide resources and experiences to encourage talk about cultural similarities and differences</p> <p>Spend time in our parish church</p> <p>Begin to understand our school Christian Values through our puppets</p>	<p>Begin to learn about the Christian and Hindu faiths through stories, their own experiences, visits and visitors.</p> <p>Regularly attend Collective Worship in our parish church</p> <p>Begin to think about our Christian values when making behaviour choices</p>
Art	<p>Explore and experiment with a range of 3D Materials using their own ideas</p> <p>Use a range of 2D materials to draw and paint with some detail</p> <p>Talk about their own work and the work of artists with a developing vocabulary</p>	<p>Safely use and explore a variety of materials, tools and techniques</p> <p>Draw and paint for a sustained period of time at an appropriate level with growing accuracy and detail</p> <p>Share their creations, talking about the process they have used as well as the process and end products of other artists</p>
PE	<p>Climb using alternate feet</p> <p>Develop body awareness through the use of the ‘sticky kids’ programme</p> <p>Explore movement and balance in different places</p> <p>Participate in school Sports Day</p>	<p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Negotiate space and obstacles safely with coordination</p> <p>Demonstrate strength, balance, coordination in free play</p> <p>Demonstrate learnt skills and take part in races on sports day</p>
DT	<p>Explore how things work</p> <p>Use one-handed tools and equipment</p>	<p>Explore how things work and use this to develop and refine their own ideas</p>



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	<p>Develop strength to use scissors to cut</p> <p>Begin to use some woodworking tools independently to create a model</p>	<p>Construct to represent their ideas</p> <p>Use a range of small tools including scissors, paint brushes and cutlery</p> <p>Use woodworking tools independently</p>
Music	<p>Sing a song with a recognisable tune</p> <p>Experiment with using untuned instruments in different ways</p> <p>Listen to a range of composed music</p>	<p>Performs songs, rhymes and poems</p> <p>Understand tap, scrap, shake when using untuned instruments</p> <p>Sing or play with simple tempo and dynamics</p> <p>Listen and respond to a wide range of composed music.</p>