

The federation of Nettlestone and Newchurch Primary School - EYFS curriculum map 2020-2021

Personal, Social and Emotional Development	
Making relationships	<ul style="list-style-type: none"> • I can take account of other's ideas about how to organise my activity. • I show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Exceeding:</p> <ul style="list-style-type: none"> • I know when and how to stand up for myself appropriately. • I can stop and think before acting and I can wait for things I want. • I can play group games with rules. • I can understand someone else's point of view can be different from mine. • I can resolve minor disagreements through listening to others to come up with a fair solution.. • I understand what bullying is and that it is unacceptable behaviour.
Self-confidence and self-awareness	<ul style="list-style-type: none"> • I am confident to try new activities, and say why I like some activities more than others. • I am confident to speak in a familiar group, will talk about my ideas, and will choose the resources I need for my chosen activities. • I can say when I do or do not need help. <p>Exceeding:</p> <ul style="list-style-type: none"> • I am confident speaking to a class group. • I can talk about the things I enjoy, and am good at, and about the things I do not find easy. • I am resourceful in finding support when they need help or information • I can talk about the plans I have made to carry out activities and what I might change if I were to repeat them.
Managing feelings and behaviour	<ul style="list-style-type: none"> • I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. • I can work as part of a group or class, and understand and follow the rules. • I can adjust my behaviour to different situations, and take changes of routine in my stride. <p>Exceeding:</p> <ul style="list-style-type: none"> • I know some ways to manage my feelings and i am beginning to use these to maintain control. • I can listen to other's suggestions and plan how to achieve an outcome without adult help. • I know when and how to stand up for myself appropriately. • I can stop and think before acting and I can wait for things I want. • I can play group games with rules. • I can understand someone else's point of view can be different from mine. • I can resolve minor disagreements through listening to others to come up with a fair solution.

Communication and Language	
Listening and attention	<ul style="list-style-type: none"> • I can listen attentively in a range of situations.

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	<ul style="list-style-type: none"> I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions. I can give my attention to what others say and respond appropriately, while engaged in another activity. <p>Exceeding:</p> <ul style="list-style-type: none"> I can listen to instructions and follow them accurately asking for clarification if necessary. I can listen attentively with sustained concentration to follow a story without pictures or props. I can listen in a larger group, for example, at assembly.
Understanding	<ul style="list-style-type: none"> I can follow instructions involving several ideas or actions. I can answer 'how' and 'why' questions about my experiences and in response to stories or events. <p>Exceeding:</p> <ul style="list-style-type: none"> After listening to stories, I can express views about events or characters in the story and answer questions about why things happened. I can carry out instructions that contain several parts in a sequence.
Speaking	<ul style="list-style-type: none"> I can express myself effectively, showing awareness of listeners' needs. I can use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. I can develop my own narratives and explanations by connecting ideas or events. <p>Exceeding:</p> <ul style="list-style-type: none"> I can show some awareness of the listener by making changes to language and non-verbal features. I can recount experiences and imagine possibilities, often connecting ideas. I can use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development	
Moving and handling	<ul style="list-style-type: none"> I show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I handle equipment and tools effectively, including pencils for writing. I am beginning to form lower case letters in the correct direction, starting and finishing in the right place. <p>Exceeding:</p> <ul style="list-style-type: none"> I can hop confidently and skip in time to music. I can hold paper in position and use my preferred hand for writing, using a correct pencil grip. I am beginning to be able to write on lines and control letter size.
Health and self-care	<ul style="list-style-type: none"> I know the importance for good health of physical exercise, and a healthy diet, and can talk about ways to keep healthy and safe. I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <p>Exceeding:</p> <ul style="list-style-type: none"> I know about, and can make healthy choices in relation to, healthy eating and exercise.

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	<ul style="list-style-type: none"> I can dress and undress independently, successfully managing fastening buttons or laces.
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Literacy	
Reading	<ul style="list-style-type: none"> I can read and understand simple sentences. I can use phonic knowledge to decode regular words and read them aloud accurately. I can read some common irregular words. I can demonstrate understanding when talking with others about what I have read. <i>I can recognise and join in with predictable phrases.</i> <i>I can predict what might happen on the basis of what has been read so far.</i> <i>I am becoming familiar with a range of stories and rhymes.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> I can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. I can describe the main events in the simple stories I have read.
Writing	<ul style="list-style-type: none"> I can use my phonic knowledge to write words in ways that match my spoken sounds. I can write some irregular common words. I can write simple sentences, which can be read by myself and others. I can spell some words correctly and others are phonetically plausible. <i>I am beginning to leave spaces between words.</i> <i>I am beginning to compose a sentence orally before writing it.</i> <i>I can use a capital letter for names.</i> <i>I can use a capital letter for the personal pronoun I.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> I can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. I can use key features of narrative in my own writing.

Maths	
Number	<ul style="list-style-type: none"> I can 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. I can use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. I can solve problems, including doubling, halving and sharing. <i>I can solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations.</i> <i>In practical situations, I can share objects equally by counting how many in each group.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> I can estimate a number of objects and check quantities by counting up to 20.

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	<ul style="list-style-type: none"> • I can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
Shape, space and measures	<ul style="list-style-type: none"> • I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • I can recognise, create and describe patterns. • I can explore characteristics of everyday objects and shapes and use mathematical language to describe them. • I am beginning to compare, describe and solve practical problems for: <ul style="list-style-type: none"> ○ Lengths and heights (eg long/short, longer/shorter, tall/short, double/half) ○ Time (quicker, slower, earlier, later) • I can recognise and name common 2-D shapes, including: rectangles, squares, circles and triangles. <p>Exceeding:</p> <ul style="list-style-type: none"> • I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Understanding the world	
People and communities	<ul style="list-style-type: none"> • I can talk about past and present events in my own life and in the lives of family members. • I know that other children don't always enjoy the same things, and am sensitive to this. • I know about similarities and differences between myself and others, and among families, communities and traditions. <p>Exceeding:</p> <ul style="list-style-type: none"> • I know that other children have different likes and dislikes and that they may be good at different things. • I understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
The world	<ul style="list-style-type: none"> • I know about similarities and differences in relation to places, objects, materials and living things. • I can talk about the features of my own immediate environment and how environments might vary from one another. • I can make observations of animals and plants and explain why some things occur, and talk about changes. <p>Exceeding:</p> <ul style="list-style-type: none"> • I know that the environment and living things are influenced by human activity. • I can describe some actions which people in their own community do that help to maintain the area they live in. • I know the properties of some materials and can suggest some of the purposes they are used for. • I am familiar with basic scientific concepts such as floating, sinking, experimentation.
Technology	<ul style="list-style-type: none"> • I can recognise that a range of technology is used in places such as homes and schools. • I can select and use technology for particular purposes. <p>Exceeding:</p> <ul style="list-style-type: none"> • I can find out about and use a range of everyday technology. • I can select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in my life, such as a journey on a steam train.

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Expressive arts and design	
Exploring and using media and materials	<ul style="list-style-type: none"> I can sing songs, make music and dance, and experiment with ways of changing them. I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Exceeding:</p> <ul style="list-style-type: none"> I can develop my own ideas through selecting and using materials and working on processes that interest me. Through my explorations I can find out and make decisions about how media and materials can be combined and changed.
Being imaginative	<ul style="list-style-type: none"> I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>Exceeding:</p> <ul style="list-style-type: none"> I can talk about the ideas and processes that have led me to make music, designs, images or products. I can talk about features of my own and others' work, recognising the differences between them and the strengths of others.

Key: ELG = black Bridging ELG - Y1 = green Exceeding ELG = purple