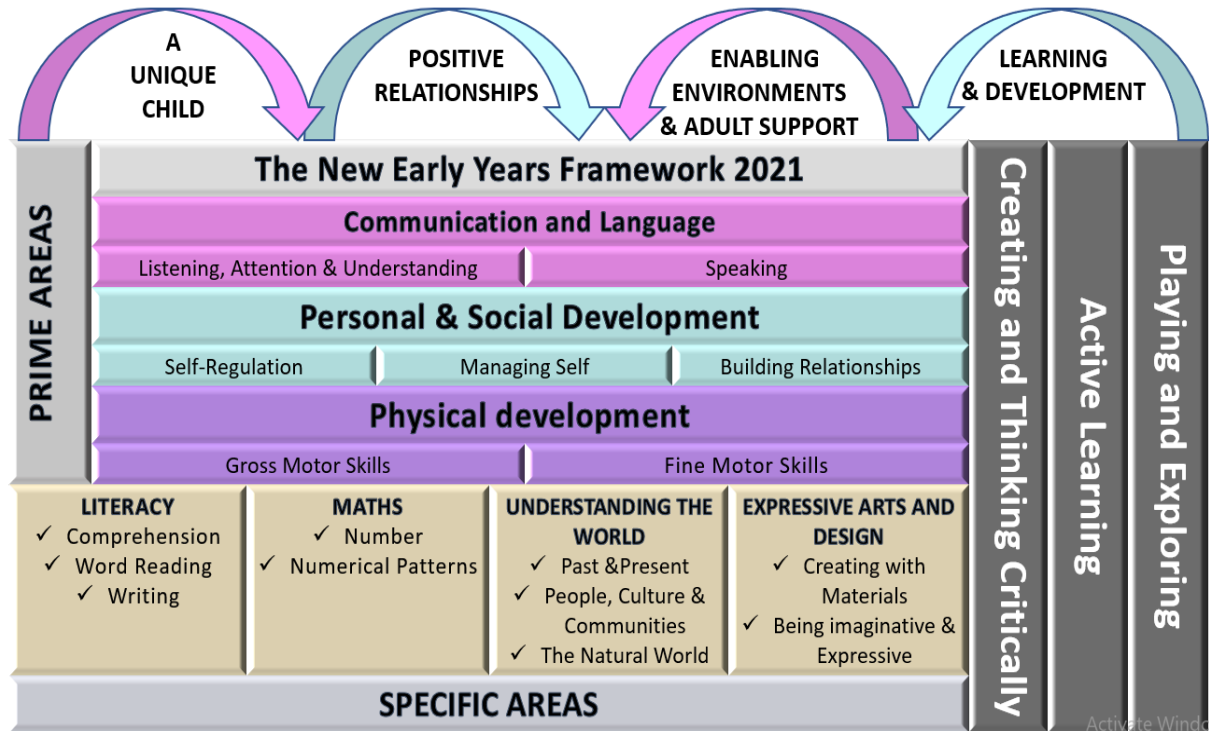


Dean Valley Community Primary Early Years Foundation Stage Curriculum



At Dean Valley we aim to offer every child a broad and balanced curriculum offering opportunities to develop their cultural capital. We ensure that the children’s learning is based around exploration and play, tailored to children’s needs and interests. The curriculum follows the statutory guidelines set out in the Early Years Foundation Stage (EYFS) Framework 2021.

The four guiding principles shape our practice at Dean Valley:

- Unique child
- Positive relationships
- Enabling Environments
- Learning and development.

While aiding children in developing the Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically



We recognise the importance of some key areas that are built into learning at Dean Valley:

- Knowledge. Through each topic children will develop knowledge. Knowledge is not just facts and figures but understanding emotions, how to be a good friend and understanding enquiry. As a team if children ask a question we always try to find a way to answer it and build upon their knowledge. This is happening everyday in the classroom and this enquiry build our learning journey through the year. Topics are not set as we follow the children’s lead as we feel this make learning more meaningful for our cohort.
- Skills. Through each topic children will develop a variety of skills through modelling, questioning and explanation. We aim to help them develop the skills children will need as they move into year 1 and through school as learners.
- Language. Through each topic children will develop the use of subject specific and everyday language. As a team we understand the importance of giving children opportunities to speak as often as possible and always make the time to listen and engage in conversation with every child. This can be during play where we can model language, in directed teaching time where new language is introduced and especially with reading or sharing books where we take time to actively read a text to ensure understanding.

Communication and Language

Listening, Attention and Understanding- ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify understanding
- Hold conversation when engaged in back and forth exchanges with their teachers and peers

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can follow a one or two-part instruction I enjoy joining in at group times and story times	I can demonstrate good listening behaviours. I can follow simple instructions (with two or more parts) reliably. I can answer why questions.	I can respond to what I have heard by asking questions and saying what I think.	I can listen carefully I can respond with questions, comments and actions.
	I engage in story times. I like to join in with familiar songs and rhymes.	I can remember key points in a story and respond. I can say what I think. I ask questions about what I have heard.	I can make comments about what I have heard I can ask questions to help me understand
I can talk to others and take it in turns to speak	I can wait and take turns in conversation.	I can listen and respond to what others say. I can laugh at funny rhymes or jokes.	I can engage in conversation with my friends and teachers



Speaking- ELG

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can express a point of view.	I am starting to share my ideas with familiar adults. I can talk to others (adults and children.)	I can share my ideas in small groups. I can share my ideas with familiar adults.	I can take part in whole class and group discussions.
I can use talk to share what I think.	I use talk to organise my thoughts in play. I can listen to and talk about stories, rhymes and non-fiction.	I can explain events that have already happened in detail. I can engage in stories, rhymes and non-fiction sharing my ideas about them.	I can explain why things happen/ might happen. I can use vocabulary from stories, non-fiction, rhyme and poems.
I can use a sentence of 4-6 words. I can use speech as a way of starting to express myself.	I can share my ideas using talk as a tool. I can say how I feel using talk as a tool.	I can start to use full sentences in my play. I am starting to use past, present and future tenses. I can explore and use new vocabulary.	I can express ideas and feelings. I can use full sentences using past, present and future tenses. I can use conjunctions (with support and modelling) to connect my ideas.

Personal, Social and Emotional Development

Self Regulation- ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can talk about my feelings (happy, sad, angry.)	I can identify a range of different feelings.	I can say how others are feeling based on their expressions and actions.	I can say how I and others are feeling. I can show my understanding of feelings by changing my behaviour.
I can choose what I need to complete a goal (short term.)	I can keep on trying when I find something difficult. I can ask for support if needed.	I can say what I am good at and what I would like to improve.	I can set myself goals. I can wait for my requests and needs to be met.



I am starting to follow simple instructions.	I am starting to sit and listen more consistently during adult focus time. I can follow simple instructions.	I can sit and listen during adult focus time. I can follow instructions with two or more parts.	I can listen to and respond to adults. I can follow instructions accurately (several ideas/ actions.)
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Managing Self- ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I am starting to become more confident when things are new (dealing with the transition.)	I am starting to try new activities.	I can keep on trying even when I am finding something difficult. I can select tools and resources I need.	I can try new activities and show resilience and perseverance when things are difficult.
I am showing an awareness of rules and how to behave in the classroom.	I am starting to be aware of rules in the school and classroom.	I can follow the school and class rules. I can talk about the school and class rules. I can talk about what is right and wrong.	I can explain and follow rules (in the classroom and around school.) I can show I know right from wrong by my behaviour.
I can toilet myself. I can ask for help.	I can dress and undress for PE/ Forest School. I am starting to know ways to stay healthy. I can ask for support as needed.	I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain how I stay healthy.

Building Relationships- ELG

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others needs

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can play with one or more children cooperatively.	I can play with a small group of children, sharing ideas.	I can use words to help solve conflicts with others. I can work well with others listening and sharing ideas.	I can work with others in a group. I can play with others, take turns and share. I can start a conversation with others.



	I am starting to form good relationships with the familiar adults in my class.	I can show friendly behaviour in the classroom and around school. I am developing friendships with lots of different people.	I can form good relationships with the adults in the classroom and around school. I have lots of friends and positive friendships.
I can start to talk about the way I feel.	I can express and identify my feelings. I can express my basic needs to familiar adults.	I can identify how others feel and respond to them appropriately.	I know what my own needs are and can share them. I am sensitive to the needs of others.

Physical Development

Gross Motor Skills- ELG

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and co-ordination
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills- ELG

- Hold a pencil effectively in preparation for writing (nearly always tripod grip)
- Use a range of small tools e.g. scissors paint brushes, cutlery
- Begin to show accuracy and care when drawing

	Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
Gross Motor	I can climb stairs using alternate feet. I can develop movement (using age appropriate bikes, scooters etc.) I can work with others to manage large items.	I can use lots of different ways of moving appropriately. I can climb over, under and through obstacles. I can walk or run negotiating space, or obstacles.	I can throw, kick, pass and catch a large ball. I can move and use both large and smaller scale equipment. I can negotiating space, or obstacles combining different movements.	I can travel around space and obstacles safely. I can show strength, balance and co-ordination in movement. I can move in different ways- run, jump, skip, climb.
Fine Motor	I show a preference for a dominant hand with a comfortable pencil grip. I can attempt to draw a picture.	I can show some pencil control when mark making and drawing. I can start to use cutlery and other one handed equipment.	I can sit at a table to write using good core strength. I can hold a pencil in a tripod grip. I can use scissors.	I can hold a pencil effectively (tripod). I can use a range of tools. I can draw with accuracy.



Literacy

Writing- ELG

- Write letters which are mostly well formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by themselves and others

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can write some letters from my name. I can ascribe meaning to marks I make.	I can make simple pre writing shapes. I can copy shapes, letters or pictures. I can write some lower case letters correctly. I can write some upper case letters that I know.	I can write most lower case letters correctly. I can write some upper case letters correctly.	I can write most upper and lower case letters correctly. I can write my full name.
I can say the initial sounds in most words.	I can identify known letters to match initial sounds. I can match set 1 RWI letters. I can write CVC words.	I can match set 1 and 2 letters and sounds. I can write CVCC. I can spell some red words RWI.	I can write CVC and CVCC words with sounds and letters I know. I can write some red words RWI.
I can write some initial sounds.	I can write simple CVC labels. I can start to write simple captions. I can say a simple sentence for writing (oral and count words.)	I can write captions. I can write short sentences. I can start to use finger spaces between my words. I can read sentences back.	I can write simple sentences. I can read my own sentences. I can use finger spaces. I can use full stops. My teacher can read my sentences.

Reading- ELG

Comprehension

- Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can talk about stories I have heard.	I can retell the key events in stories. I am starting to recall facts from non-fiction.	I can retell key events from stories I have read. I can describe key events in detail. I can recall facts from a non- fiction book.	I can explain what I have read or has been read to me. I can retell simple stories. I can recall facts from information.



I can talk about stories I have heard.	I can talk about what has happened in the story so far.	I can say what might happen next.	I can say what I think might happen next linked to other similar stories.
I can join in with familiar rhymes and songs.	I can listen carefully to stories, rhymes, non-fiction and songs. I am starting to hear rhyme.	I can talk about stories, rhymes, non-fiction and songs. I can hear rhyme.	I can use new vocabulary throughout my play.

Word Reading

- Say a sound for each letter and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can hear and say initial sounds for words. I can say the sound for some letters.	I can match some of set 1 Read Write Inc (RWI.)	I can match all set 1 RWI. I can match most of set 2 RWI. I can start to identify some digraphs.	I can match all set 1 RWI. I can match almost all of set 2 RWI. I can match the letter and sound for at least 10 digraphs.
I can orally segment words. I can orally blend words. I can recognise my name.	I can say the set 1 sounds RWI in CVC words. I can start to blend set 1 sounds RWI together.	I can segment the sounds in CVC words for reading. I can blend the sounds in CVC words for reading.	I can read CVC words containing set 1 and 2 sounds RWI I can read CVC words containing known digraphs.
	I can segment and blend CVC words I can read some phonics matching red words RWI. I am starting to read segment and blend simple words matched to my phonics knowledge in captions.	I can segment and blend simple words matched to my phonics knowledge in a sentence. I can read captions. I can read phonics matched red words RWI.	I can read simple sentences and books matched to my phonics. I can read some red words up to green from RWI confidently.



Mathematics

Number- ELG

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
<p>I can show numbers to 5 using concrete resources.</p> <p>I can say one number name for each item.</p> <p>I can quickly say how many there are (up to 3.)</p>	<p>I can count to 5 using different mathematical resources.</p> <p>I can match numeral and quantity to 5.</p> <p>I can quickly say how many there are (up to 3) in different arrangements.</p>	<p>I can count objects, claps, movements up to 10.</p> <p>I can match numeral and quantity (within 10.)</p> <p>I can quickly say how many there are (up to 5.)</p>	<p>I can show how numbers to 10 are made up using different models.</p> <p>I can recognise the numerals to 10 and match to quantity consistently.</p> <p>I can recognise quantities up to 5 without counting.</p>
<p>I can solve some simple problems with numbers to 5.</p>	<p>I can start to show how numbers can be made up.</p>	<p>I can recall number bonds to 5.</p> <p>I can start to give some linked subtraction facts.</p> <p>I can start to recall some double facts.</p>	<p>I can recall number bonds up to 5 and some to 10.</p> <p>I can match subtraction facts with number bonds.</p> <p>I can recall some double facts within 10.</p>

Numerical patterns- ELG

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
<p>I can count to 5 reliably.</p> <p>I can start to count beyond 5.</p>	<p>I can count to 10.</p>	<p>I can count to 20, knowing the teen numbers.</p>	<p>I can count beyond 20.</p>



I am starting to compare quantities using non standard vocabulary.	I can compare manipulatives. I can find one more/ one less using resources.	I can compare two quantities saying when one is bigger/smaller/same. I can say a number that is one more/ less without resources.	I can compare quantities using greater/ more than, fewer/ less than, the same/ equal.
I can start to continue and copy patterns. I can name some 2D shapes.	I can continue and copy patterns. I can create my own patterns.	I can spot errors in the pattern. I can name my pattern. I can name some 3D shapes. I can start to identify odd and even numbers linked to sharing.	I can show patterns in numbers to 10. I can talk about odd and even numbers. I can say double facts. I can share equally.

Understanding the World

Past and Present- ELG

- Talk about the lives of people around them and their role in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books and storytelling

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can name some members of my family and talk about them.	I can talk about changes that have happened to me throughout my life. I can talk about my family and people in the community and their roles.	I can talk about changes that have happened within my family's lifetimes. I can talk about the different jobs people do.	I can talk about the lives of people I am familiar with. I can talk about the roles of people in society.
I can talk about myself and some of the ways I have changed.	I am becoming more aware of the past linked to myself and my family and how it has changed.	I can talk about the past.	I can give similarities and differences between the past and now.
	I can talk about what I can see in pictures of the past.	I can talk about what I have heard and seen in stories and picture books and how this is different/ the same.	I can talk about the past using books and stories talking about the characters, settings and events.



People, cultures and communities- ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can explore the world around me with all my senses.	I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell and taste. I am starting to explore the natural world.	I can explore and talk about the natural world using what I know from stories/ non-fiction. I can draw information from a simple map.	I can describe the school environment using what I know from: <ul style="list-style-type: none"> • Observation • Discussion • Stories/ non-fiction • Maps
I can be accepting and positive about people's differences.	I can talk about how different people celebrate.	I can talk about some special places for people in our and other communities.	I can talk about religion and culture within my country (UK.)
I know there are different places in the world.	I can start to use stories and pictures to talk about differences in life in other countries.	I can draw information from a simple map. I can start to talk about the differences in lives in other countries.	I can talk about what is the same and different in life in this country and in other countries.

The Natural World- ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can talk about what I can see outside.	I can describe what I can see, hear and feel outside using a wide vocabulary.	I can describe animals and plants (both from photos and real life experiences.) I can describe how plants grow.	I can explore the natural world. I can make observations of animals and plants and use these observations to draw pictures. I can explain how plants change over time.
	I can talk about the area I live in, including the weather etc.	I can describe my own environment and local area. I can describe another environment. I can explain how I can affect the environment.	I can contrast the natural world around me with different environments.



I can change materials.	I can talk about forces I feel. I can talk about the differences in materials.	I can talk about the weather linked to seasonal change. I can talk about changes.	I can talk about some of the changes in the natural world (including seasons and changing states of matter.)
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Expressive Arts and Design

Creating with materials- ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations explaining the processes they have used
- Make use of props and materials when role playing characters in narratives and stories

Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I can start to join materials together. I can explore art materials and colour mixing freely I can develop my own ideas for art	I can use various tools for artwork and design. I can select my own art and design materials to create with.	I can use scissors and one handed tools to create art safely and more accurately. I am able to combine different techniques. I can join a variety of materials.	I can safely use tools. I can explore using materials and techniques. I can design art/ a product thinking about colour, texture and function.
I can develop my own ideas for art and start to talk about them (with adult support.)	I can tell others what my artwork is and signal key parts.	I can talk about my artwork or designs- linked to some of the materials/ techniques I used.	I can explain what I have made. I can talk about how I made it.
I can start to develop my own stories linked to what I know through role & small world play.	I am starting to recreate familiar stories (with adult support.) I can tell my own stories.	I can use materials and props to retell stories and create imaginary situations linked to what I know.	I can use props and materials when I am role playing familiar stories.

Being imaginative and expressive- ELG

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and try to move in time to music

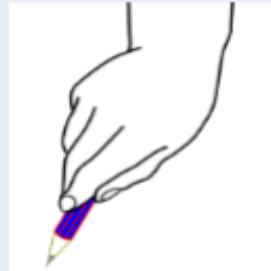
Baseline (Sept)	Autumn (Dec)	Spring (April)	ELG (July)
I am using my imagination in play to help me role play and create small world.	I can recount and retell familiar stories with my friends and adults. I can role play imaginary scenarios linked to experiences.	I can adapt well known stories and narratives and small world/ role play them with others. I can use what I know and have read to help create my own stories.	I can adapt and recount narratives and stories with my friends and adults. I can invent my own stories and act them out.
I can remember most of a song to sing. I can make up my own "silly" songs.	I know some popular songs and can sing them supported by an adult.	I can sing well known songs in a group or alone.	I can sing well known nursery rhymes.

			I can sing some familiar songs and match the pitch and melody.
I can notice what adults do and attempt to sing some songs.	I can listen and respond to sounds. I can sing with others and supported by an adult .	I can listen carefully to music and start to move to it. I can join in with singing and dancing.	I can perform songs, rhymes, poems and stories alone and with others. I can try to move in time with music.



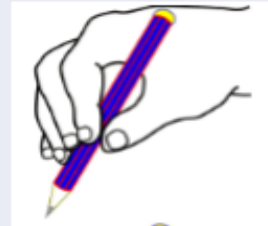
Fisted Grasp and

Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.



Palmer Grasp and

Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.



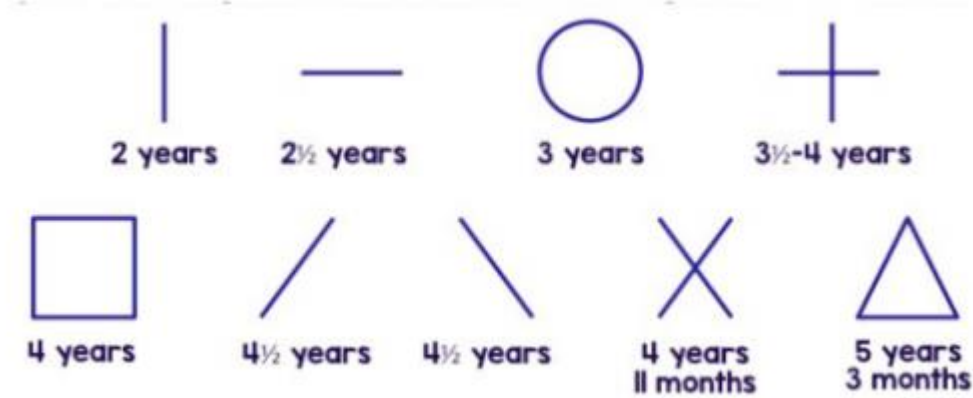
Five finger Grasp and

Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.



Tripod Grasp (Three finger)

Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.



Emergent writing process

- Squiggle stages:** Starting randomly using squiggle whilst you wiggle to make marks that lead to letter formation.
- Squiggling into a writer:** with an awareness of letters going left to right to make sentences.
- Letters begin to appear within squiggle strings:**
- Letter conga:** left to right and progressively downwards.
- Letter huddles:** (with spaces to resemble words)
- Picture labelling:** using initial letter to label.
- Copy writing:** Copying words written in the environment.
- Beginning letter only:** (use 1st letter of a word to represent word)
- Simple word formation:** Beginning & end.
- I can read what you've written:**
- Let's read what you've written:**
- I can read what you've written:**
- You are an independent writer:**

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