

GRANGE PRIMARY SCHOOL EYFS LONG-TERM OVERVIEW & SKILLS PROGRESSION –2021-22



Elm Class Curriculum Overview 2021-2022

Half Termly Themes:	Autumn 1 All About Me!	Autumn 2 Let's Celebrate!	Spring 1 Into the Woods	Spring 2 Green Fingers	Summer 1 Happy and Healthy	Summer 2 The Great Outdoors
Themes will be adapted at various points to allow the children's interests to flow through provision	Transition Starting a new class All about me! What I like to do, my favourite things. Getting to know class routines and adults. Who my family is Making new friends Kindness School and Class rules	Autumnal changes British Animals Hallowe'en Bonfire Night Remembrance Day Diwali Hannukah Christmas Christingle Service Pantomime KS1 Nativity Clay – sculpture Instructions (T4W)	Traditional Tales (T4W) Familiar fairy stories Story language People who help us Baking Visitors (police, nurse) Fire Station visit Oral hygiene (dentist) Community links & where we live Chinese New Year Easter Paul Klee – Pictures using shapes and Patterns.	Plants and trees Planting seeds Gardening in school Trip to Garden Centre Worm Farm Safe in the sun Kandinsky – shapes	Arcimboldo – healthy faces Beacon Fell Trip – local walks in our community Eating Healthy Making fruit smoothies Self-regulation and understanding emotions Who is Sir Tom Finney? Visitor – PNE Eid	Visit - The Wild Boar Park David Attenborough Looking after our world Mini Beasts Life Cycles (butterflies) Sports Day Animals around the world Monet – flora & fauna
Key Story Books	Elmer This is me! Kippers first day Monkey Puzzle The colour monster	Don't Wake the Bear Hare (T4W NF Text – instructions) Leafman The Prickly Hedgehog Remember the 5 th November Percy Park keeper Room on the Broom Rama and Sita The Nativity Story	Gingerbread man (T4W F text – Innovate a character) Goldilocks and the 3 Bears Red Riding Hood & Little Red The Elves and the Shoemaker Hansel and Gretel Sugarlump and the Unicorn Cinderella - alternative Why Do I Brush My Teeth? Easter Story Chinese New Year Story	Jack and the Beanstalk (T4W NF text – News Report). Jasper's Beanstalk Jim and the Beanstalk The Enormous Turnip We're Going on a Bear Hunt – lets discover flowers and trees The Tiny Seed The Extraordinary Gardener	Handa's Surprise (T4W F text – Recount) Oliver's Vegetables Oliver's Fruit Salad I Will Never Not Ever Eat a Tomato Eat your Peas! The Runaway Pea Supertato Looking After Me! Looking Inside the Body	Where do Animals Live (T4W Text non-chronological Report). What the Ladybird Heard The Snail and the Whale Superworm The Hungry Caterpillar The Very Lazy Bee (T4W) The Great Paper Caper
Key Maths Books	Maths No Problem recommended books used for each area of learning.	Maths No Problem recommended books used for each area of learning.	Maths No Problem recommended books used for each area of learning.	Maths No Problem recommended books used for each area of learning.	Maths No Problem recommended books used for each area of learning.	Maths No Problem recommended books used for each area of learning.
Characteristics of Effective Learning	Playing and exploring – Children investigate and experience things, and 'have a go'. Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
Overarching Principles	A unique child - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive relationships -Children flourish with warm and strong relationships with all staff and parents/carers. This promotes independence.					

	<p>Enabling environments – Children learn and develop in safe and secure environments where routines are established and adults respond to individual need and passions, building upon their learning over time.</p> <p>Learning and Development - Children develop and learn at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.</p> <p><i>Here at Grange, we aim to create a secure and happy environment where all children can enjoy learning and develop lively and enquiring minds, in a safe, stimulating and secure environment. Our school will be a safe and happy place where all can flourish and learn through shared values, mutual respect and enriching experiences, encouraging everyone to be the best that they can be. Our EYFS curriculum aims to provide a balance of topic, interest and needs based activities where children can reach their full potential.</i></p>
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READING				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Listen and respond to a simple instruction.</p> <p>Listen to simple stories and understand what is happening, with the help of pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where' Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand the five key concepts about print:</p> <p>print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed familiarity with the text, using repetition and their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Rhyme, print, words, sentence, letters, sounds, books, magazines, leaflet, fiction, non-fiction, story, phoneme, grapheme, blend, segment.</p>
				COEL Links
				<p>Willing to have ago</p> <p>Keep on trying</p> <p>Being involved and concentrating</p>

		Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		
WRITING				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Start to make marks intentionally</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name. Write some letters accurately.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Sound, segment, blend, formation, capital letter, full stop, phoneme, digraph, phonics fingers, sound out, sentence, word.</p>
				COEL Links
				<p>Using senses to explore the world around them</p> <p>Taking risks and learning by trial and error</p> <p>Showing a curiosity about objects, events and people</p> <p>Maintaining focus on their activity for a period of time Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions Testing their ideas</p> <p>Developing ideas of grouping, sequences cause and effect</p>

MATHS				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Complete inset puzzles</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten. Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Number, numeral, digit, count, subitise, add, subtract, 5 frame, 10 frame, many, total, more, less, pattern, shapes, 2d shape, 3d shape, problem, position, group, bigger, smaller, count on, count back.</p>
				COEL Links
				<p>Using senses to explore the world around them</p> <p>Taking risks and learning by trial and error</p> <p>Showing a curiosity about objects, events and people</p> <p>Maintaining focus on their activity for a period of time</p> <p>Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions Testing their ideas</p> <p>Developing ideas of grouping, sequences cause and effect</p>

SCIENCE				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating Toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, natural, manmade, light, dark, night, daytime, hibernation, environment, hot, cold, planet, space, sun, moon, body parts, senses, growth, change
				COEL Links
				<p>Using senses to explore the world around them</p> <p>Taking risks and learning by trial and error</p> <p>Showing a curiosity about objects, events and people</p> <p>Maintaining focus on their activity for a period of time Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions Testing their ideas</p> <p>Developing ideas of grouping, sequences cause and effect</p>

GEOGRAPHY				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
Explore and respond to different natural phenomena in their setting and on trips.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>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.</p>	COEL Links
				<p>town, village, city, road, path, house, flat, map, plan, busy, quiet, pollution, earth, England, Preston, Lancashire, North West.</p> <p>Using senses to explore the world around them</p> <p>Taking risks and learning by trial and error</p> <p>Showing a curiosity about objects, events and people</p> <p>Maintaining focus on their activity for a period of time Thinking of ideas</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions Testing their ideas</p> <p>Developing ideas of grouping, sequences cause and effect</p>

HISTORY				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	COEL Links
				<p>old, new, before, now, a long time ago, special time, family, after, changes</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p>

			<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>
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RE				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Families, culture, celebrations, festivals, Diwali, Christmas, Eid, Halloween, bonfire night, remembrance day, Sikh, Hindu, Muslim, Christian, fireworks, family, same, different, share.</p>
				COEL Links
				<p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>

MUSIC				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Enjoy singing, music and toys that make sounds.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	COEL Links
				<p>banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat,</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>

ART				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>colour names, mix, paint, texture, push, pull, smooth, shiny, rough, prickly, flat, patterned,</p> <p>jagged, bumpy, soft, hard, collage, draw, chalking, lighter, darker</p>

Explore different materials, using all their senses to investigate them.	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>			
				<p>COEL Links</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>

DT				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	design, plan, model, make, build, construct
				<p>COEL Links</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>

COMPUTING				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Plays with water to investigate “low technology” such as washing and cleaning.</p>	<p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>	<p>Completes a simple program on electronic devices.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen.</p> <p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>No ELG for Technology.</p> <p>Technology in the Early Years can mean:</p> <ul style="list-style-type: none"> • taking a photograph with a camera or tablet • searching for information on the internet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys • using a Beebot • watching a video clip • listening to music 	<p>Laptop, camera, computer, interactive, software, mouse, keyboard, find, search, internet, record, photograph, video.</p>
				COEL Links
				<p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect</p>

PSHE				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
<p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Develop friendships with other children.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Build constructive and respectful relationships.</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Happiness, sadness, feeling cross, lonely, scared, worried, kindness, family, community, environment, same, different, health, safety, risk, celebration, festival, teamwork, sharing, success</p>
				COEL Links
				<p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect.</p>