



### EYFS Statutory Educational Programme: Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

At Bell Lane many of our children are able to communicate in multiple languages. Our curriculum celebrates this and supports children to continue to develop these skills whilst focusing on developing the necessary skills in communication and language in English, for all children.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference
Receptive Language	<p>To be able to listen and respond to a simple instruction</p> <p>To be able to begin to understand simple instructions like "give to mummy" or "stop"</p> <p>To be able to copy gestures and words.</p> <p>To be able to understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p>	<p>To be able to understand and act on longer sentences like make teddy jump or find your coat.</p> <p>To be able to identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'</p>	<p>To be able to follow two step instructions.</p> <p>Take turns in a conversation with an adult for friend</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Demonstrate that they can comprehend new vocabulary which extends beyond nouns</p>	<p><i>Listening, Attention and Understanding-</i> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
Expressive Language	<p>To be able to uses single words, pointing and gesture during play.</p>	<p>Can use up to 50 words, sometimes putting two or more words together,</p>	<p>To know and be able to use talk to organise</p>	<p>To be able to offer explanations for why things might happen,</p>	<p><i>Speaking-</i> participate in a small group, class or one to</p>

		actively adopting new words and phrases.	<p>themselves and others in play. Be able to express a point of view with a friend or adult – answering simple 'why' questions</p> <p>Demonstrate common grammatical forms but make some errors with irregular tenses and plurals e.g. swimm<del>e</del>d, runn<del>e</del>d, sheeps</p>	<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, making use of conjunctions, with modelling and support from their teacher.</p>	
Developing Vocabulary	To be able to understand single words in context – 'cup', 'milk', 'daddy'.	To know and be able to use some vocabulary taught through interactions and stories over the year.	<p>To know new vocabulary from texts read to them.</p> <p>To know and use language from stories in role, play activities and performances.</p>	To know and be able to use vocabulary taught from a wide range of topics.	
Developing Questioning skills	Beginning to respond to simple questions through categorisation e.g. my coat or your coat? – supported through gesture and props.	To be able to understand and use simple questions about 'who', 'what' and 'where'	To be able to understand 'how' and 'why' questions.	Ask questions to find out more and to check they understand what has been said to them	
Interacting with stories and Developing Narrative	<p>To be able to enjoy singing, music and toys that make sounds.</p> <p>Enjoys listening to short simple stories that are supported by props or pictures – particularly those with repetition and patterned language</p>	To be able to listen to simple stories and understand what is happening, with the help of the pictures.	<p>To be able to continue to talk about stories, story settings, characters, and story structures.</p> <p>To be able to retell familiar and invented stories.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	

<p>Personal, Social and Emotional Development</p>	<p>To be able to separate from main carer and begin to adapt to the new school environment</p> <p>To know that they can be comforted by adults in class and at school</p> <p>To know that they can approach adults for help</p> <p>To begin to be able to find ways of managing transitions smoothly, for example from their parent to their key person</p> <p>To be able to begin to show a desire to be independent to access the classroom environment</p> <p>To be able to begin to be aware of school routines, rules, and boundaries</p>	<p>To begin to be able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt other feelings</p> <p>To be able to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>To be able to develop independence to try to do things by themselves</p> <p>To be able to play cooperatively with their friend</p>	<p>To know what it means to feel proud and talk about the things they have done that make them feel proud.</p> <p>To be able to continue to build resilience to keep trying and not give up.</p> <p>To begin to show an understanding of democracy and be introduced to majority votes when choosing stories in class</p> <p>To show an awareness of the schools' values and be able to recall some behaviours that have been displayed in class and rewarded.</p>	<p>To be able to show sensitivity to their own and to others' feelings.</p> <p>To be able to display confidence to choose and try new activities and show independence, resilience, and perseverance in the faces of challenge.</p> <p>To be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>To understand the schools 12 values and be able not talk about what each value means.</p> <p>To begin to understand the school learning powers and be able to talk about these in class discussions.</p> <p>To have some understanding of the human brain and self-regulation practices through Mind Up.</p>	<p><i>Self-Regulation-</i> 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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><i>Managing self-</i> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p><i>Building Relationships-</i> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p>
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Physical Development	<p>To begin to be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)</p> <p>To begin knowing how and be able to Move around safely with some awareness of others and some degree of control.</p>	<p>To be able to compete in different races, run well and begin to build resilience when not winning,</p> <p>To be able to take care of toileting needs and wash hands afterwards</p> <p>To be able to move around safely, kick a ball and jump and land safely on 2 feet.</p> <p>To begin to be able to makes connections between their movement and the marks they make When holding crayons, chinks or painting with hands and fingers.</p> <p>To be able to use fine motor skills explore and manipulate different materials</p>	<p>To know how to and be able to participate in age-appropriate athletic events (egg and spoon, dressing up race)</p> <p>To be able to move confidently with control in a range of ways</p> <p>To be able to talk about factors that support their overall health. (Science Biology)</p> <p>To be able to manage a range of their personal needs independently like toileting, hand washing, dressing, and eating a snack when hungry.</p> <p>To show good control when using fine motor skills to using one handed equipment and make controlled marks using pencils and brushes.</p>	<p>To know how to participate in sporting events such as sports day.</p> <p>To know and participate in different athletic races and events.</p> <p>To know and use relevant vocabulary when observing changes in self and others when exercising (Science Biology)</p> <p>To know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time (Science Biology)</p>	<p><i>Gross Motor Skills-</i> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. <i>Fine Motor Skills-</i> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>
Mathematics	<p>To begin to be able to join in with number rhymes.</p> <p>To use some language of quantities, such as 'more' and 'a lot'.</p>	<p>To be able to use positional language.</p> <p>To be able to make comparisons between objects relating to size, length, weight, and capacity</p>	<p>To be able to count orally to 10.</p> <p>To begin to able to recognise numerals 0-10</p>	<p>To be able to count orally 0-20</p> <p>To be able to count larger groups with one to one correspondence</p>	<p><i>Number-</i> Have a deep understanding of numbers to 10 including the composition of each number. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including</p>

	<p>To say what is different and what is the same.</p> <p>To begin to experiment with capacity in the sand and water tray.</p> <p>To be able to begin to use the language of size eg big/little</p>	<p>To be able to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>To be able to combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>To be able to talk about and identify the patterns around them. For example: stripes or spots on clothes.</p> <p>To be able to compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>To begin to be able to count a group 0-5 with one-to-one correspondence</p> <p>To begin to be able to subitise some small amounts.</p>	<p>To be able to attempt numeral formations for numbers 0-5</p> <p>To begin to be able to combine shapes to make new shapes (2 triangles to make a square)</p> <p>To be able to Subitise some amounts 0-5 Subitising- dice, Numicon, dominoes, fingers numeral, irregular</p> <p>To be able to count with one to correspondence small groups of objects.</p>	<p>To recognise numerals 0-20</p> <p>To know number compositions for numbers up to 10</p> <p>To know and be able to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>To be able to identify when sets can be subitised and when counting is necessary</p> <p>To be able to develop conceptual subitising skills including when using a rekenrek</p> <p>To be able to tell different times.</p> <p>To Know 2D, 3D shapes and shapes properties.</p> <p>To be able to add and subtract using a range of methods</p> <p>To be able to automatically recall addition and subtraction number facts to 5</p>	<p>subtraction facts) and some number bonds to 10 including double facts.</p> <p><i>Numerical Patterns-</i> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities s 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 odds and evens, double facts and how quantities can be distributed equally.</p>
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Literacy	<p>To be able to join in with songs and Rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo.</p> <p>To be able to copy finger movements and other gestures.</p> <p>To be able to enjoy songs and rhymes tuning in and paying attention.</p> <p>To be able to pay attention and responds to the pictures or words in stories and activities about themselves and their family</p>	<p>To be able to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) To be able to sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>To know and have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>To be able to make marks on their picture to stand for their name (recognise important prints to me)</p>	<p>To be able to identify words that rhyme.</p> <p>To be able to attempt to write own name.</p> <p>To be able to engage in extended conversations about stories.</p> <p>To know a range of vocabulary from texts and topics taught over the year.</p> <p>To be able to attempt to write some recognisable letters.</p> <p>To begin to invent and retell own stories.</p> <p>To begin to be able to draw their own characters from stories or story maps.</p>	<p>To be able to confidently write sentences whilst consistently using capital letters, finger spaces and full stops.</p> <p>To be able to re-read what they have written to check that it makes sense.</p> <p>To demonstrate understanding of what they have read by retelling and answering comprehension questions.</p> <p>To be able to read aloud simple sentences and age-appropriate books that include red tricky words.</p> <p>To be able to write simple phrases and sentences that can be read by others.</p> <p>To be able to introduce their own narratives in their story maps and writing.</p> <p>To be able to demonstrate an understanding of a range of vocabulary learnt through stories,</p>	<p><i>Comprehension-</i> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role play. <i>Word Reading-</i> Say a sound for each letter of the alphabet 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. <i>Writing-</i> Write recognisable letters,</p>

				<p>nonfiction books and poems taught throughout the year.</p> <p>To begin show an understanding of what the fantastics are from the Write Stuff Literacy Programme.</p>	<p>most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
Understanding the World	<p>To be able to notice difference between themselves and others</p> <p>To be able to repeat actions that have an effect and exploring how things work (science Physics)</p> <p>To be able to explore natural materials indoors and outside with different properties.</p> <p>(Science Physics)</p> <p>To begin to be able to observe the weather.</p> <p>(Science Physics)</p>	<p>To be able to make connections between the features of their family and other families</p> <p>To be able to Notice and celebrate differences between people</p> <p>To be able to explore and respond to different natural phenomena in their setting and on trips.</p> <p>(Science Physics)</p> <p>To be able to show interest in different occupations through role play i.e., doctors, postman, refuse collectors.</p>	<p>To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others (R.E)</p> <p>To be able to talk about different beliefs and different celebrations that occur throughout the year (R.E)</p> <p>To know a repertoire of songs from around the world (Geography)</p> <p>To be able to explore the natural world around them and talk about changes observed over the year as the seasons have changed (Science Physics)</p> <p>To be able explore Sinking and floating with</p>	<p>To be able to Draw information from a simple Adventure Map (Geography)</p> <p>To be able to Look at Similarities and differences between the natural world around them in the past and present (Geography and History)</p> <p>To be able to listen to stories about some influential figures from the past such as and Neil Armstrong and discuss historical events that have happened in the past such as the first man and woman on the moon and the discovery of dinosaurs through palaeontology (History and Geography)</p> <p>To be able to comment on images of situations in the past.</p> <p>(History and Geography)</p>	<p><i>Past and Present-</i> Talk about the lives of people around them and their roles 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 read in class and storytelling.</p> <p><i>People, culture, and Communities-</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts, images and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>

			<p>different materials (Science physics)</p> <p>To know how to care for the natural environment and living things in the sea (Science Biology)</p> <p>To begin to know what they can do to look after the environment and reduce single use plastic that is damaging to the oceans (Science Biology)</p> <p>To know some geographical vocabulary (Geography)</p> <p>To be able to manipulates materials to achieve a planned effect (Science Physics)</p>	<p>To be able to celebrate diversity within their community and talk about one another's differences and the different ways in which people live their lives and celebrate.</p> <p>To be able to talk about the differences between materials and changes they notice. (Science physics)</p> <p>To Explore and talk about the different forces on Earth and space. (Science physics)</p>	<p>what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><i>The Natural World-</i> Explores 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 to them in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p>
Expressive Arts and Design	<p>To be able to join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement.</p> <p>To be able to begin to learn rhythm through dance.</p> <p>To be able to join in with simple songs from around the world.</p>	<p>To be able to explore sound through singing, movement, and instrumental work.</p> <p>To know an initial repertoire of simple songs.</p>	<p>To know how to access the environment to be able to explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>To be able to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>To Begin to be able to move rhythmically. To be</p>	<p><i>Creating with Materials-</i> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Share their creations</p>



	<p>To be able to begin to build an awareness of sound being loud or soft.          To be able to explore their voices and enjoy making sounds.          To be able to explore different materials, using all their senses to investigate them.          (Cornflour, shaving foam for example)  <a href="#">(Science Physics)</a></p> <p>To be able to begin to make marks intentionally.</p> <p>To be able to explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To be able to begin to make-believe by recreating experiences that are familiar to them. E.g., Home corner</p>	<p>To be able to move to music with a rhythmic feel.          To be able to explore a range of sound-makers and instruments and play them in different ways          To be able to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.          To be able to respond emotionally and physically to music when it changes.          To be able to explore colour and colour-mixing  <a href="#">(Science Chemistry)</a>          To be able to use small world objects in make, believe play.</p> <p>To be able to begin to build stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'.</p>	<p>To be able to represent their own ideas, thoughts and feelings through age-appropriate design and technology, art, music, dance, role play and          To be able explore sound through singing, movement, and instrumental work.          To know an initial repertoire of simple songs.          To be able to move to music with a rhythmic feel.</p>	<p>able to Recognise repeated sound and motion movements to music</p> <p>To be able to perform in the summer play.</p> <p>To know and select tools and techniques needs to shape, assemble, and join materials <a href="#">(Science Physics)</a>          To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories through design and technology, art, music, dance, role play and stories</p> <p>To make props to tell pirates, dinosaurs, and adventure stories.</p> <p>To engage with topic related role-play whilst creating their own narratives.</p> <p>To know that shadows are an absence of light and experiment making shadows with Dinosaurs  <a href="#">(Science Chemistry)</a></p>	<p>explaining the process they have used. Make use of props and materials when roleplaying narratives and stories,  <i>Being Imaginative and Expressive-</i> 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 (when appropriate) try and move in time with Music.</p>
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ICT	To be able to shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.	To be able to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment	To be able to select and use technology for a particular purpose (microphones, iPad, cameras, mechanical toys, lights	To know information can be retrieved from a computer. To know and understand different uses of technology and know-how computers help us outside school. To Know how to stay safe online.	