

## Early Years Foundation Stage Curriculum Links

The tables set out below show potential curriculum links that can be observed during a nursery/school visit to Stoke Bruerne Boat Company Ltd. These 'typical behaviours' have been taken from 'Early Years Outcomes: a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years' published by the Department for Education in September 2013.

Communication and Language			
Age	Listening and Attention	Understanding	Speaking
8 to 20 months			
16 to 26 months			<ul style="list-style-type: none"> <li>• Beginning to ask simple questions.</li> <li>• Beginning to talk about people and things that are not present.</li> </ul>
22 to 36 months			<ul style="list-style-type: none"> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses a variety of questions.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand use of objects.</li> <li>• Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action.</li> <li>• Respond to simple instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts.</li> <li>• Can retell a simple past event in correct order.</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations.</li> <li>• Use a range of tenses.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> </ul>
40 to 60+ months	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions involving two-part sentences.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>

Physical Development		
Age	Moving and Handling	Health and Self-care
8 to 20 months		
16 to 26 months	<ul style="list-style-type: none"> <li>• Walks upstairs holing the hand of adult.</li> <li>• Comes downstairs backwards on knees (crawling).</li> </ul>	
22 to 36 months	<ul style="list-style-type: none"> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to recognise danger and seeks support of significant adult for help.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>• Mounts stairs, steps or climbing equipment using alternative feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that equipment and tools have to be used safely.</li> </ul>
40 to 60+ months	<ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>

Personal, Social and Emotional Development			
Age	Self-confidence and Self-awareness	Managing Feelings and Behaviour	Making Relationships
8 to 20 months		<ul style="list-style-type: none"> <li>• Uses familiar adult to share feelings such as excitement or pleasure.</li> <li>• Beginning to understand 'yes' and 'no' and some boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Interacts with others and explores new situations when supported by familiar person.</li> </ul>
16 to 26 months	<ul style="list-style-type: none"> <li>• Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</li> <li>• Demonstrates sense of self as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to a few appropriate boundaries, with encouragement and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a familiar adult as a secure base from which to explore independently in new environments.</li> </ul>
22 to 36 months	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to the feelings and wishes of others.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out others to share experiences.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
40 to 60+ months	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that own actions affect other people.</li> <li>• Aware of boundaries set, and of behavioural expectations in the setting</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> </ul>

Literacy		
Age	Reading	Writing
8 to 20 months	<ul style="list-style-type: none"> <li>• Observation of typical behaviours, for age appropriate development, can be made for some aspects within their current setting through adult led activities or play-based learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of typical behaviours, for age appropriate development, can be made for some aspects within their current setting through adult led activities or play-based learning experiences.</li> </ul>
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40 to 60+ months		

Mathematics		
Age	Numbers	Shape, Space and Measures
8 to 20 months		<ul style="list-style-type: none"> <li>• Recognises big things and small things in meaningful contexts.</li> </ul>
16 to 26 months	<ul style="list-style-type: none"> <li>• Knows that things exist, even when out of sight.</li> <li>• Beginning to organise and categories objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand that things might happen 'now'.</li> </ul>
22 to 36 months	<ul style="list-style-type: none"> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to categories objects according to properties such as shape and size.</li> <li>• Begins to use the language of size.</li> <li>• Understand some talk about immediate past and future.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Realises not only objects, but anything can be counted.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an awareness of similarities of shapes in the environment.</li> <li>• Use positional language.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Beginning to talk about the shapes of everyday objects.</li> </ul>
40 to 60+ months	<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Can describe their relative position.</li> <li>• Use everyday language related to time.</li> </ul>

Understanding the World			
Age	People and Communities	The World	Technology
8 to 20 months			
16 to 26 months			
22 to 36 months		<ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment.</li> </ul>	
30 to 50 months	<ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talk about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to operate simple equipment.</li> </ul>
40 to 60+ months		<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>	

Expressive Arts and Design		
Age	Exploring and using Media and Materials	Being Imaginative
8 to 20 months	<ul style="list-style-type: none"> <li>• <i>Observation of typical behaviours, for age appropriate development, can be made for some aspects within their current setting through adult led activities or play-based learning experiences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Observation of typical behaviours, for age appropriate development, can be made for some aspects within their current setting through adult led activities or play-based learning experiences.</i></li> </ul>
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