



***St. Margaret Mary's***

***EYFS***

***Progress Model***

***(Nursery/Reception/Year 1)***



## Communication and Language

B-5 (range 5/6) DM (3-4/Rec)KS1 NC EXC(oldEYFS)

### Educational Programme

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modeling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### ELG 1 – Listening, Attention and Understanding

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### ELG 2 - Speaking

- 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, rhymes 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 uses of conjunctions, with modeling and support from their teacher.

	Nursery	Reception	Links to KS1
<b>Listening and Attention</b>	<ul style="list-style-type: none"> <li>- Listens to others in one-to-one or small groups, when conversation interests them</li> <li>- Listen and respond appropriately (through gesture, action or verbal response)</li> <li>- Listens to a story or rhyme and can remember and talk about much of what's happened. (3-4)</li> <li>- Is able to follow directions (if not intently focused)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and talk about stories to build familiarity and understanding</li> <li>- Comprehend a story</li> <li>- 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</li> <li>- Beginning to sit and listen for longer periods of time e.g. collective worship, assembly etc</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Can listen for longer periods of time (transition from REC carpet time to Y1 carpet time)</li> <li>-Can listen attentively in a variety of situations/ in a larger group e.g assembly</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>- Can listen attentively with sustained concentration to follow a story without pictures or props.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>- Understand and respond to an instruction given, e.g. put your coat on and come back to the carpet.</li> <li>- Understands use of objects (e.g. which one do we cut with?)</li> <li>- Understand and respond to a simple who, what, where questions and beginning to understand why and how questions.</li> <li>- Understands the meaning differences and similarities in relation to places, objects and living things. (&amp; compare)</li> </ul>	<ul style="list-style-type: none"> <li>- Understands questions such as who; why; when; where and how</li> <li>- Can ask own questions to check understanding</li> <li>- Can infer information e.g. from books</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion</li> <li>- Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>- Ask relevant questions to extend their understanding and knowledge.</li> </ul>
<b>Use of Vocabulary</b>	<ul style="list-style-type: none"> <li>- Use a wider range of vocabulary</li> <li>- Begin to use words with the correct plurals and</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of conjunctions, e.g. because when answering questions</li> </ul>	<ul style="list-style-type: none"> <li>-Can use vocabulary learnt from books, home and school in everyday situations in the</li> </ul>

	<ul style="list-style-type: none"> <li>tenses</li> <li>- Can retell a simple story, event or past experience that has happened in the correct order.</li> <li>- Begin to speak in longer sentences.</li> <li>- Uses talk in pretending that objects stand for something else in their play, e.g. this box is my castle</li> </ul>	<ul style="list-style-type: none"> <li>- Use new vocabulary throughout the day, e.g. key words linked to the topic</li> <li>- Articulate their ideas and thoughts in well-formed sentences</li> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>- Uses language to imagine, recreate roles and/or introduce a storyline or narrative into their play</li> </ul>	<p>correct context.</p> <ul style="list-style-type: none"> <li>-Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> </ul>
<b>Turn taking in conversation/communication</b>	<ul style="list-style-type: none"> <li>- Knows when and how to talk in various situations, e.g. not shout out, voice levels.</li> <li>- Uses words and actions to express a point of view or stand up for themselves.</li> <li>- Uses talk to develop ideas and narratives with peers.</li> <li>- Know when it's their turn to talk and listen in conversation.</li> <li>- Uses talk to explain what is happening and anticipate what might happen next</li> <li>- Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> </ul>	<ul style="list-style-type: none"> <li>- Uses talk to organize, sequence and clarify thinking, ideas, feelings and events</li> <li>- Links statements and sticks to main theme</li> <li>- Understanding when it is their turn to respond to questions or comments</li> <li>- Take turns in talking in performances, e.g. the Christmas play</li> <li>- Listen attentively to others responses</li> <li>- Describe events in some detail</li> </ul>	<ul style="list-style-type: none"> <li>-Can gain and beginning to maintain and monitor the interest of the listener(s)</li> <li>- Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>- Beginning to show some awareness of the listener by making changes to language and non-verbal features.</li> </ul>
<b>Skills to be supported and modeled by the adult</b>	<ul style="list-style-type: none"> <li>- Adults to model turn taking in conversation through speech, actions and gestures.</li> <li>- Model spoken English and the correct pronunciation of letter sounds, including mouth movements.</li> <li>- Teach new vocabulary unlimited to children's interests and topics/projects of learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Model spoken English and the correct tenses, in full sentences.</li> <li>- Teach and model a variety of conjunctions, e.g. and, because, but.</li> <li>- Teach subject specific vocabulary e.g. stem, leaves, pollen, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Modelling changing voices for different characters speech</li> <li>-Modelling changing verbal and non verbal communication depending on the listener.</li> </ul>



## Personal, Social and Emotional Development

B-5 (range 5/6) DM (3-4/Rec) KS1 NC EXC(oldeYFS)

### Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modeling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

ELG 3 – Self-Regulation		ELG 4 – Managing Self		ELG 5 – Building Relationships	
<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focussed 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.</li> </ul>		<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments and friendships with peers;</li> <li>- Show sensitivities to their own and to others' needs.</li> </ul>	
	<b>Nursery</b>	<b>Reception</b>	<b>Links to KS1</b>		
<b>Confidence</b>	<ul style="list-style-type: none"> <li>- Separates form parent/carer, sometimes with adult support.</li> <li>- Selects resources for chosen activities (sometimes with adult support)</li> <li>- Initiates conversations and take account of what others say.</li> <li>- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>	<ul style="list-style-type: none"> <li>- Comes into school happily and confidently</li> <li>- Shows preferences with activities and can say why</li> <li>- Can ask for help when needed</li> <li>- Offers help to others</li> <li>- Is confident to join in whole class discussions</li> <li>- Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group</li> <li>- Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>- Shows confidence in choosing resources and perseverance in carrying out chosen activity</li> </ul>	<ul style="list-style-type: none"> <li>-Children are confident speaking to a class group.</li> <li>- Knows when and how to stand up for themselves appropriately.</li> </ul>		
<b>Interactions with others</b>	<ul style="list-style-type: none"> <li>- Interacts and responds to other children</li> <li>- Interacts and responds to key worker and other adults</li> <li>- Enjoys playing alone, alongside and with others, inviting others to play attempting to join others' play</li> <li>- Form positive attachments to adults and friendships with peers (from rec)</li> <li>- Is able to share and turn take (sometimes with adult support)</li> <li>- Develop appropriate ways of being assertive (3-4)</li> </ul>	<ul style="list-style-type: none"> <li>- Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>- Initiates conversations and play with other children</li> <li>- Work and play cooperatively and take turns with others</li> <li>- Develops particular friendships with other children, which help them understand different points of view and to challenge their own and others' thinking</li> <li>- Interacts and responds to school visitors, e.g. The parish Priest, the Nuns, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to listen to each other's suggestions and plan how to achieve an outcome without adult help.</li> <li>- Can play group games following the rules.</li> </ul>		
<b>Conduct and behavior</b>	<ul style="list-style-type: none"> <li>- Developing understands we share common rules and expectations of behaviour and of how we treat</li> </ul>	<ul style="list-style-type: none"> <li>- Follows the school rules and virtues independently or sometimes with adult prompting</li> </ul>	<ul style="list-style-type: none"> <li>- Resourceful in finding support when they need help or information.</li> </ul>		

	<p>others and our belongings and that this links to our school virtues.</p> <ul style="list-style-type: none"> <li>- Increasingly follow rules, understanding why they are important</li> <li>- Can find personal ways to cope and manage emotions in new situations and with new experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Can talk about why rules are important and why we have them, knowing right from wrong</li> <li>- Can regulate behaviour in various situations</li> <li>- Talks about their own and others' feelings and behaviour and its consequences</li> <li>- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>	<ul style="list-style-type: none"> <li>- Can stop and think before acting and can wait for the things they want.</li> </ul>
<b>Personal choices and expressions</b>	<ul style="list-style-type: none"> <li>- Knows who to go to for help and support</li> <li>- Can talk about feelings and have some understanding why/what has made that feeling happen.</li> <li>- Know what makes them feel better</li> <li>- Show appropriate emotions that reflects experiences.</li> <li>- Make the correct choices in play and with peers and know when something isn't right.</li> <li>- Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> </ul>	<ul style="list-style-type: none"> <li>- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>- Can regulate behaviour in response to different emotions</li> <li>- Can have and show empathy for others</li> <li>- Can show resilience and perseverance in the face of challenge</li> <li>- Can show emotion through Art and Performing</li> </ul>	<ul style="list-style-type: none"> <li>-Children begin to know some ways to manage their feelings and are beginning to use these to maintain control.</li> </ul>
<b>Understanding the feelings of others</b>	<ul style="list-style-type: none"> <li>- Can recognise when someone is upset or happy and respond appropriately</li> <li>- Know that their actions and words may affect other people.</li> <li>- Talks about how others might be feeling and responds accordingly to their understanding of the other person's needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>- Can recognise when someone is upset or happy and respond appropriately with actions/responses</li> <li>- Is increasingly flexible and cooperative as they are more able to understand other peoples needs, wants and behaviours</li> <li>- Understands their own and other people's feelings, offering empathy and comfort</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to understand what bullying is and that this is unacceptable behaviour.</li> <li>-Understand that someone else's point of view can be different to theirs.</li> </ul>
<b>Self-care and independence (B-5 PD/H&amp;SC)</b>	<ul style="list-style-type: none"> <li>- Knows simple ways to look after themselves, e.g. washing, brushing teeth, balanced diet, exercise, being kind.</li> <li>- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</li> <li>- Observes and can describe in words or actions the effects of physical activity on their bodies</li> <li>- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>- Dresses with help, e.g. put arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the importance and practices self-care daily routines such as, hand washing/sanitizing and teeth brushing.</li> <li>- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</li> <li>- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</li> <li>- Usually dry and clean during the day</li> <li>- Eats a healthy range of foodstuffs and understands need for variety in food</li> </ul>	<ul style="list-style-type: none"> <li>- Can make healthy choices in relation to healthy eating.</li> <li>- Can dress and undress independently, successfully managing fastening buttons or laces.</li> <li>-Beginning to talk about the things they enjoy, and are good at, and about the things they do not find easy.</li> <li>-Begin to talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</li> </ul>



## Physical Development

B-5 (range 5/6) DM (3-4/Rec) KS1 NC EXC(oldeYFS)

### Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### ELG 6 – Gross Motor Skills

- 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.

### ELG 7 – Fine Motor Skills

- 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, paintbrushes and cutlery;
- Begin to show accuracy and care when drawing and copying.

	Nursery	Reception	Links to KS1
<b>Climbing and large movement (GM)</b>	<ul style="list-style-type: none"> <li>- Can climb/ get themselves onto large scale equipment or objects.</li> <li>- Can use large-muscle movements in the upper and lower parts of the body, e.g. for dancing, waving, catching, popping bubbles.</li> <li>- Climbs stairs, steps and moves across climbing apparatus using alternate feet, e.g. the bridge, the balancing beam.</li> <li>- Maintains balance using hands and body to stabilise.</li> </ul>	<ul style="list-style-type: none"> <li>- Can confidently travel down the fireman's pole from an upright position.</li> <li>- Can use muscle movements to safely hang, swing and land when using the swinging bars.</li> <li>- Can climb onto apparatus that is higher than their height, e.g. the fireman's pole, a tree.</li> </ul>	<ul style="list-style-type: none"> <li>- Can safely jump off apparatus that is higher than their height, landing on two feet.</li> <li>- Can use muscle movements to perform backflips and other more complex tricks safely on the swinging bars.</li> </ul>
<b>Balance and coordination</b>	<ul style="list-style-type: none"> <li>- Can move at different speeds in different ways, e.g. runs, hops, skips, jumps.</li> <li>- Can freeze and hold a position.</li> <li>- Can use lower level balancing toys and equipment, e.g. balancing beam and stilts.</li> </ul>	<ul style="list-style-type: none"> <li>- Can balance on a range of surfaces, e.g. the balancing beam.</li> <li>- Can move across the bridge using a variety of movements, e.g. hopping, crawling, etc.</li> <li>- Can take part in a range of dance styles.</li> <li>- Can move safely whilst wearing stilts.</li> </ul>	<ul style="list-style-type: none"> <li>- Can balance on a range of higher surfaces using different poses e.g. on the balancing beam on one leg.</li> <li>- Can confidently hop and skip in time to music.</li> </ul>
<b>Games and ball skills (GM)</b>	<ul style="list-style-type: none"> <li>- Catches a large ball with open arms.</li> <li>- Can throw a large ball in an aimed direction using two hands.</li> <li>- Can hit a ball using a bat or catch a ball in a scoop bat from a short distance.</li> <li>- Kicks a ball in an intended direction.</li> <li>- Being to stop, move and control a large ball with feet.</li> <li>- Can understand and increasingly able to follow simple rules in a game, sometimes with adult support</li> </ul>	<ul style="list-style-type: none"> <li>- Catches a small ball with open arms.</li> <li>- Can throw a small ball in an aimed direction.</li> <li>- Can manoeuvre a ball around obstacles.</li> <li>- Understands and can follow the rules of a game.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin developing attacking and defending tactics in team games.</li> <li>- Can hit a ball in a specified direction with a bat</li> <li>- Can throw a ball in a specified direction</li> <li>- Can kick a ball in a specified direction</li> </ul>
<b>Wheeled toys and bikes (GM)</b>	<ul style="list-style-type: none"> <li>- Rides a balance bike with control of direction.</li> <li>- Rides a trike and 3 wheeled scooter with control of</li> </ul>	<ul style="list-style-type: none"> <li>- Rides a bike with stabilisers.</li> <li>- Rides a 2 wheeled bike or scooter with control and</li> </ul>	<ul style="list-style-type: none"> <li>- Rides a bike without stabilisers</li> </ul>

	direction.	direction. - Follows a given path whilst avoiding obstacles and can adjust speed accordingly.	
<b>Self chosen resources</b>	<ul style="list-style-type: none"> <li>- Selects appropriate resources and equipment, e.g. will use a smaller ball for the scoop bat.</li> <li>- Select and use outdoor resources in imaginative ways.</li> <li>- Use outdoor natural finds to support play</li> </ul>	<ul style="list-style-type: none"> <li>- Selects appropriate resources and equipment, e.g. uses hoops, etc. to create an obstacle course.</li> <li>- Understands which cutlery is suitable to use for various foods, e.g. a spoon for a yogurt, a knife to cut, etc.</li> <li>- Chooses equipment suitable for own ability, e.g. selects a bike with stabilisers until able to ride a 2 wheeled bike.</li> </ul>	<ul style="list-style-type: none"> <li>- Selects appropriate resources and equipment to achieve more complex effects, e.g. utilizing the pegs effectively when den building.</li> <li>- Can suggest suitable equipment for another child's ability, e.g. that bike will be too small.</li> </ul>
<b>Grip, control and fine motor movement</b>	<ul style="list-style-type: none"> <li>- Can manipulate and fit a small/ narrow object into something, e.g. bead on a string, straw in a cartoon.</li> <li>- Can cut snips in paper with finger hole scissors.</li> <li>- Can cut through a piece of paper using 'up and down' movement scissors.</li> <li>- Show a preference for a dominant hand</li> <li>- Use a comfortable grip with good control when holding pens and pencils (3-4)</li> </ul>	<ul style="list-style-type: none"> <li>- Holds a pencil with an effective tripod grip and holds paper with other hand.</li> <li>- Uses a knife and fork competently when eating at lunch, e.g. can cut up own food.</li> <li>- Uses scissors competently to cut out shapes by moving the paper with their other hand.</li> </ul>	<ul style="list-style-type: none"> <li>- Holds paper in position and uses their preferred hand for writing, using a correct pencil grip.</li> <li>- Can write consistently on the lines and control the sizing of letters</li> </ul>
<b>Tools and equipment (FM)</b>	<ul style="list-style-type: none"> <li>- Use one handed tools and equipment to support fine motor movement. Tools include paintbrushes, hairbrushes, toothbrush, scarves, ribbons, scissors.</li> </ul>	<ul style="list-style-type: none"> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</li> <li>- Selects appropriate tools and equipment for a purpose, e.g. selects a pencil to draw a picture.</li> <li>- Uses simple tools to effect changes to materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Handles tools, objects, construction and malleable materials safely and with confidence.</li> <li>- Can demonstrate the safe use of tools to others</li> </ul>
<b>P.E.</b>		<ul style="list-style-type: none"> <li>- Chooses to move in a range of ways, moving freely and with confidence making changes to the body shape, position, and pace of movement, e.g. slithering, rolling, skipping, etc.</li> <li>- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>- Shows increasing control over an objects in pushing, patting, throwing, catching or kicking it.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform dances using simple movement patterns.</li> <li>- Begin developing attacking and defending tactics in team games.</li> </ul>
<b>Safety/risk awareness</b>	<ul style="list-style-type: none"> <li>- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</li> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> </ul>	<ul style="list-style-type: none"> <li>- Is confident to ask for help/ support if they deem something too risky.</li> </ul>



<b>Educational Programme</b>			
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>			
<b>ELG 8 - Comprehension</b>		<b>ELG 9 – Word Reading</b>	
<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>		<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</li> </ul>	
<b>ELG 10 - Writing</b>			
<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>			
<b>Phonics</b>	<b>Nursery</b>	<b>Reception</b>	<b>Links to KS1</b>
	<ul style="list-style-type: none"> <li>- <b>Letters and Sounds</b></li> <li>- Phase 1 phonics</li> <li>- Aspect 1 – General sound discrimination, environmental sounds</li> <li>- Aspect 2 - General sound discrimination, instrumental sounds</li> <li>- Aspect 3 - General sound discrimination, body percussion</li> <li>- Aspect 4 – Rhythm and Rhyme</li> <li>- Aspect 5 – Alliteration</li> <li>- Aspect 6 – Voice sounds</li> <li>- Aspect 7 – Oral blending and segmenting</li> <li>- <b>Begin phase 2 (summer term)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Can recognize, read and write Phase 2 sounds</li> <li>- Can recognize, read and write Phase 2 tricky words</li> <li>- Hears and says the initial sounds in words</li> <li>- Continues a rhyming string and identifies alliteration</li> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>- Can recognize, read and write some high frequency words linked to phonic phase learning</li> <li>- Begins to read and write phonetically decodable captions and sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Read other words of more than one syllable that contain taught sounds</li> <li>-Can recognise and use phase 4 consonant clusters</li> <li>-Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s).</li> <li>-Can recognise and use phase 5 alternative sounds</li> <li>-Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>-Read common exception words (phase 4 and beyond), noting unusual correspondents between spelling and sound and where these occur in words.</li> <li>-Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- Use new words and words of own knowledge to talk about, describe and make comments about things you can see and new finds.</li> <li>- Search and point to a given find on print or a screen.</li> <li>- Understand and name what something is from given clues or a description (both)</li> <li>- Talk about stories, rhymes and life events and experiences in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>- Can make simple inferences using pictures and what has been read, through how and why questions</li> <li>- Can retrieve simple information from a story/ book, e.g. who, what, where, when questions</li> <li>- Can sequence a story independently focusing on the beginning, middle and end</li> <li>- Describes main story settings, events and principle characters in increasing detail</li> <li>- Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> </ul>	<ul style="list-style-type: none"> <li>-Can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</li> <li>- Can check that the text makes sense to them as they read and correcting inaccurate reading;</li> <li>-Can make inferences on the basis of what is being said and done;</li> <li>-Can read, understand and talk about phase 4 sentences independently</li> <li>-Can read, understand and talk about phase 5 sentences independently</li> </ul>

<b>Word Reading</b>	<ul style="list-style-type: none"> <li>- Identify familiar signs, symbols, logo's and screen icons</li> <li>- Recognise their name and begin to read other familiar words such as, mum, dad.</li> <li>- Knows that print represents meaning and it is read from left to right and top to bottom</li> <li>- Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> </ul>	<ul style="list-style-type: none"> <li>- Can read phase 2 and 3 tricky words</li> <li>- Can blend and segment all sounds in Phase 2 and 3</li> <li>- Can read decodable words in Phase 2 and 3</li> <li>- Can read compound words</li> <li>- Is on Yellow book band reading books</li> <li>- Beginning to recognize some written names of peers, siblings or "Mummy"/"Daddy" for example</li> </ul>	<ul style="list-style-type: none"> <li>-Can read Blue book band level</li> <li>-Can read Green book band level (links to phonics)</li> </ul>
<b>Reading for enjoyment/book talk</b>	<ul style="list-style-type: none"> <li>- Begin to know about front/back cover, title, author</li> <li>- Looks at and enjoys print and digital books independently</li> <li>- Shares a book with another person by choice.</li> <li>- Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>- Talks about a character and/or a scene from the story.</li> <li>- Can answer questions and keep conversation about a story going.</li> <li>- Begins to be aware of the way stories are structured, and to tell own stories</li> <li>- Turns pages in a book correctly and knows that this represents start to finish.</li> <li>- Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>- <i>Begins to navigate apps and websites on digital media</i></li> <li>- Begins to understand that non-fiction is factual information. (comp?)</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>- Uses vocabulary and forms of speech that is increasingly influenced by their experiences of reading</li> <li>- Can discuss why they did or did not enjoy a given story</li> <li>- Can make a prediction about a book before reading it</li> <li>- Can point out the main features of a book, e.g. title, author, illustrator, blurb, front cover, back cover</li> <li>- Can explain what an author and illustrator does</li> <li>- Can explain what a blurb is</li> <li>- Can understand the difference between fiction and non-fiction books</li> <li>- Re-enacts and reinvents stories they have heard in their play</li> </ul>	<ul style="list-style-type: none"> <li>-Can discuss what an author and illustrator do</li> <li>-Can talk about authors they like</li> <li>-Can use a contents/index page independently</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Sometimes gives meaning to their drawings and paintings</li> <li>- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>- Write/mark make using a range of tools and materials</li> <li>- Includes mark making and early writing in their play</li> <li>- Can copy then write their first name then progress onto their surname</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognizable letters in sequence, such as in their own name</li> <li>- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>- Can write full name independently</li> <li>- Can meet writing expectations linked to phonics, for</li> </ul>	<ul style="list-style-type: none"> <li>- Can spell phonically regular words of more than one syllable.</li> <li>-Can write words, captions and sentences using phase 4 clusters.</li> <li>-Can write words, captions and sentences using phase 5 alternative sounds</li> <li>-Beginning to use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</li> <li>-Beginning to write the days of the week</li> <li>-Beginning to use capital letters for names of people, places, the days of the week, and the personal pronoun I.</li> </ul>

		example, phase 2/3 and some phase 4 words containing learnt diagraphs/triagraphs and tricky words	-Beginning to sequence sentences to form short narratives -Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark
<b>Print/letter formation</b>	<ul style="list-style-type: none"> <li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>- Begins to form the correct formation of shapes that begin to resemble letters then later progress to recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>- Write letters using the correct letter formation</li> <li>- Can form short, tall, and tail letters using Martin Harvey resources</li> <li>- Can write name independently, mostly using the correct sizing of letters</li> <li>- Form lower-case and capital letters correctly</li> <li>- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (PD-M&amp;H)</li> </ul>	<ul style="list-style-type: none"> <li>-Can name all the letters of the alphabet in order</li> <li>-Can form both capital and lower case letters properly using the correct formation on lines without the use of handwriting lines</li> </ul>
<b>Writing expectations</b> <b>Skills to be modeled by adults</b>	<ul style="list-style-type: none"> <li>- Hold a pencil with good grip and control to begin to form recognisable letters</li> <li>- Write first name independently</li> </ul>	<ul style="list-style-type: none"> <li>- Writing is beginning to be between two lines then working towards sitting on the line. Letters formed are recognisable and most are formed correctly.</li> <li>- Can sometimes include a capital letter at the beginning of a sentence</li> <li>- Can sometimes include a full stop at the end of a sentence</li> <li>- Uses finger spaces in-between words</li> <li>- Writing for different purposes and understand how to do so independently e.g. writing words down the page for a list, writing to *name* and from *name* in a card etc..</li> </ul>	-Begin to understand how to set out different writing types e.g a letter, a list, a diary entry etc..

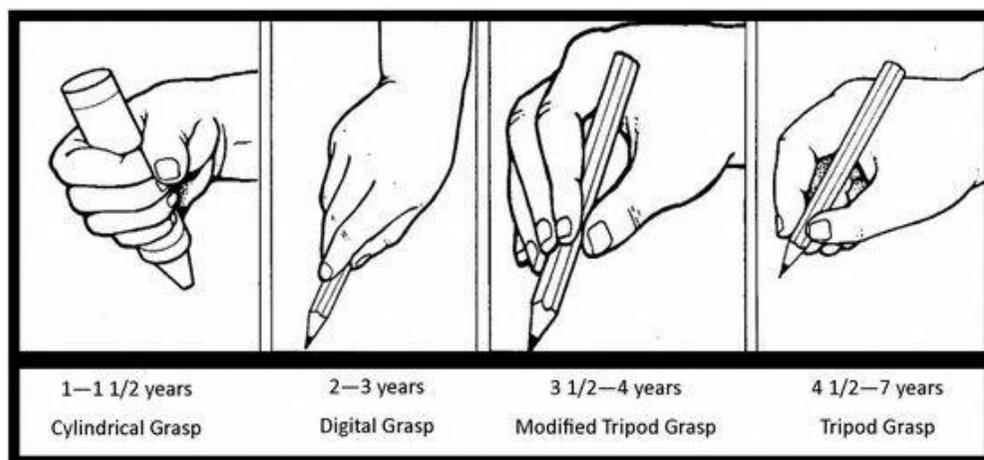


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## Stages of Emergent Writing

Stage	Description	Example
<b>Drawing</b>	Drawings that represent writing	
<b>Scribbling</b>	Marks or scribbles the child intends to be writing	
<b>Wavy scribbles or mock handwriting</b>	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
<b>Letter-like forms or mock letters</b>	Letters and marks that resemble letter-like shapes	
<b>Letter strings</b>	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
<b>Transitional writing</b>	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
<b>Invented or phonetic spelling</b>	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
<b>Beginning word and phrase writing</b>	Words with beginning, middle, and ending letter sounds; short phrases	
<b>Conventional spelling and sentence writing</b>	Correct spelling of words, generally the child's name and words such as <i>mom</i> and <i>dad</i> ; sentences with punctuation and correct use of uppercase and lowercase letters	



## Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### ELG 11 - Number

- 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.

### ELG 12 – Numerical Patterns

- 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.

	Nursery	Reception	Links to KS1
<b>Number</b>	<ul style="list-style-type: none"> <li>- Subitises up to 3 objects</li> <li>- Link numerals with amounts up to 5 and maybe beyond</li> <li>- Make early links with numbers using early number bonds (up to 3/5)</li> <li>- Show 'finger numbers' up to 5 (3-4)</li> <li>- Begin to recognize numerals 0 to 10</li> <li>- Can say the rhyme of number formation and attempt to form numerals in different ways, e.g. in the air, using writing tools/malleable/natural resources</li> </ul>	<ul style="list-style-type: none"> <li>- Can subitise up to 5</li> <li>- Can match numerals to amounts up to 10</li> <li>- Can order numbers up to 10</li> <li>- Can accurately write the numerals 0-10</li> <li>- Can recall number bonds to 5, then to 10</li> <li>- Can add two single digit numbers together to find the total</li> <li>- Can subtract a single digit number away from another single digit number</li> </ul>	<ul style="list-style-type: none"> <li>- Count to 100 starting from 0 or 1.</li> <li>- Count, read and write numbers to 100 in numerals.</li> <li>- Identify and represent numbers using objects and pictorial representations</li> <li>- Read and write numbers from 1 to 20 in numerals</li> <li>- Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>- Can estimate a number of objects and check its quantity up to 20.</li> </ul>
<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>- Recite numbers past 5 (3-4)</li> <li>- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>- Recognise and begin to order numerals 1-5 then to 10</li> <li>- Compares two small groups of up to five objects, saying when they are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></li> <li>- Begins to verbally count in 10's</li> <li>- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5</li> <li>- Beginning to recognize that each counting number is one more than the one before</li> </ul>	<ul style="list-style-type: none"> <li>- Count beyond 10</li> <li>- Can verbally count forwards and backwards up to 10 and beyond, from any given number</li> <li>- Can identify odd and even numbers up to 10</li> <li>- Can double or halve a number (using manipulatives or a drawing to help)</li> <li>- Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>- Can count in 2s,5, and 10s</li> <li>- Estimates numbers from 0-10 (and beyond) and back from 10-0</li> <li>- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> </ul>	<ul style="list-style-type: none"> <li>- Given a number, identify one more and one less.</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>- experiment with their own symbols and marks as well as numerals (3-4)</li> <li>- Explores using a range of their own marks and signs to which they ascribe mathematical meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Can problem solve up to 5 e.g. world problems (If I had 2 apples and my friend gave me 2 more how many would I have?)</li> <li>- Begins to explore and work out mathematical</li> </ul>	<ul style="list-style-type: none"> <li>- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>- Solve one-step problems that involve</li> </ul>

	<ul style="list-style-type: none"> <li>- Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>- Complete a jigsaw with knobs on or a 6 piece puzzle.</li> <li>- Make mathematical links in stories, rhymes and play situations</li> </ul>	<p>problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p>	<p>addition and subtraction, using concrete objects and pictorial representations.</p>
<b>Shape, space, size and measures</b>	<ul style="list-style-type: none"> <li>- Identify differences in size, weight, shape and capacity, then begin to make and talk about comparisons.</li> <li>- Learn the names of some 2D shapes and their properties.</li> <li>- Make number links to shape and see shapes in different patterns and within the environment.</li> <li>- Chooses items based on their shape which are appropriate for the child’s purpose</li> <li>- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>- Responds and uses language of position and direction</li> <li>- Predicts, moves and rotates objects to fit the space or create the shape they would like</li> <li>- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> </ul>	<ul style="list-style-type: none"> <li>- Can select, rotate, and manipulate shapes to create increasingly complex 2D and 3D pictures/ models</li> <li>- Can recognise that shapes can have other shapes within them, e.g. notice that two triangles can be combined to create a square</li> <li>- Can compare and order objects by length, weight and capacity</li> <li>- Can recognise some coins and begins to understand the value of them.</li> <li>- Attempts to make up an amount using the value of one, two or three coins (up to 10p)</li> <li>- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> </ul>	<ul style="list-style-type: none"> <li>- Compare, describe, and solve practical problems for length, weight, and capacity.</li> <li>- Recognise and know the value of different denominations of coins and notes.</li> <li>- Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>- Begin to notice patterns in various contexts, for example, animals, natural finds as well as purpose made and begin to talk about what they can see, including similarities and differences</li> <li>- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul>	<ul style="list-style-type: none"> <li>- Developing understanding of patterns and what they are and can talk about patterns they find, copy and/or create</li> <li>- Can continue a repeating pattern using two or three shapes/ lines/ colours etc. (AB, ABC, ABB, ABBC)</li> <li>- Can copy a repeating pattern (AB, ABC, ABB, ABBC)</li> <li>- Can create a repeating pattern (AB, ABC, ABB, ABBC)</li> <li>- Can fix a mistake within a repeating pattern (AB, ABC, ABB, ABBC)</li> </ul>	<ul style="list-style-type: none"> <li>- count in multiples of twos, fives, and tens.</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>- Recognise, talk about and begin to make a comparison of stages of development linked to the lives of themselves and family members, e.g. know they are different now from when they was a baby.</li> <li>- Sequence a series of events/simple instructions in the correct order</li> <li>- Begin to describe a sequence of events or experiences in the correct order</li> </ul>	<ul style="list-style-type: none"> <li>- Can show o’clock on a clock, then 1 hour later/before</li> <li>- Understands what they normally do at given times in the day e.g. (what do you do at 9am/3pm etc.</li> <li>- Increasingly able to order and sequence events using everyday language related to time</li> <li>- Can say the days of the week and some months of the year in the correct order</li> <li>- Beginning to experience measuring time with timers and calendars</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>- Compare, describe, and solve practical problems for time.</li> <li>- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul>
<b>Mathematical language</b>	<ul style="list-style-type: none"> <li>- Begin to use correct mathematical language in context and to demonstrate their understanding, e.g. more than, fewer than, number names, big, small, tall, short, long, flat, heavy, light, up, down , on, under, side, soon, long time, straight, curve, pointy, spotty, stripy, swirly and some properties for 2D/3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>- Use language associated with time e.g. later, soon, today, tomorrow, yesterday, week, month, year</li> <li>- Can name 2D and 3D shapes</li> <li>- Use language relating to height, weight and capacity e.g. taller/ shorter/ tallest, heavier/ lighter/ balanced, empty/ half full/ full etc.</li> </ul>	



# Understanding the World

B-5 (range 5/6) DM (3-4/Rec) KS1 NC EXC(oldEYFS)

## Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

ELG 13 – Past and Present	ELG 14 – People, Culture and Communities	ELG 15 – The Natural World
<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered, in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

	Nursery	Reception	Links to KS1
<b>Our Natural World</b>	<ul style="list-style-type: none"> <li>- Begins to identify features on a simple map (trees, house, river, mountain)</li> <li>- Knows that we live in ... Manchester which is in England</li> <li>- Knows that there are different countries in the world</li> <li>- Knows where they live and can talk about features of other homes</li> <li>- Talk about what they see in their own environment (school/home) using a wide vocabulary</li> <li>- Talk about local environments (their road, the park, library, Manchester)</li> <li>- Develops understanding that Earth is a planet we live on and there are other planets within our solar system</li> <li>- Can talk about some ways of how to look after the earth</li> <li>- Uses all their senses in hands on exploration of natural materials (3-4)</li> <li>- Explores how things work</li> <li>- Explores and talks about forces (push and pull) (NR)</li> <li>- Understands that the weather changes and that in different countries you have different weather</li> <li>- Can identify what you need to wear for each season and why</li> <li>- Knows how to care for a plant and can name some things it needs to grow.</li> <li>- Understands the key features of the life cycle of a plant and an animal (3-4)</li> <li>- Developing an understanding of growth, decay and changes over time</li> <li>- Begin to understand the effect their behavior can have</li> </ul>	<ul style="list-style-type: none"> <li>- Draw information from a simple map</li> <li>- Knows that countries make up the UK and can name at least 1 other country</li> <li>- Can talk about some other countries in the world</li> <li>- Can identify similarities and differences between homes in our country and may be able to compare to other countries</li> <li>- Makes comparisons between life for children in different countries</li> <li>- Recognise some environments that are different to the one in which they live</li> <li>- Knows that we live on planet Earth and can name some other planets</li> <li>- Talks about differences between materials and changes they notice.</li> <li>- Explores the natural world around them</li> <li>- Describe what they see, hear and feel whilst outside</li> <li>- Can talk about their five senses</li> <li>- Explores non-contact forces (gravity and magnetism)</li> <li>- Understand the effect of seasons on the natural world, discussing when and how things grow</li> <li>- Can say what plants need to survive</li> <li>- Can talk about different life cycles</li> <li>- Understands the need to respect and care for the natural environment and all living things.</li> <li>- Looks closely at similarities, differences, patterns and</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, e.g. rose, mint, daffodils.</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>- Knows that the environment and living things are influenced by human activity.</li> <li>- Observe changes across the four seasons.</li> <li>- Observe and describe weather associated with the seasons and how day length varies.</li> <li>- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</li> </ul>

	on the environment	change in nature	
<b>People and society</b>	<ul style="list-style-type: none"> <li>- Shows an interest in different occupations and ways of life indoors and outdoors</li> <li>- Talks about a wider range of occupations (electrician, plumber etc)</li> <li>- Comments on fictional characters in stories</li> </ul>	<ul style="list-style-type: none"> <li>- Can identify emergency situations and knows who to call</li> <li>- Can identify similarities and differences between jobs</li> <li>- Shares some similarities between characters, figures or objects</li> <li>- Compare and contrast characters from stories, including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>- Can describe some actions of people in their community that help to maintain the area they live in.</li> </ul>
<b>Communities and cultures</b>	<ul style="list-style-type: none"> <li>- Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)</li> <li>- Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali (NR)</li> <li>- Knows that there are special places of worship</li> <li>- Knows that there are differences between what people believe</li> <li>- Developing positive attitudes about differences between people (NR)</li> <li>- Enjoys joining in with family customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence family members, explaining who they are and the key differences between what they can/can't do</li> <li>- Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</li> <li>- Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</li> <li>- Can name different religious venues, e.g. Church, Mosque</li> <li>- Knows why religious venues are special and who goes there</li> <li>- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</li> <li>- They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>
<b>Personal experiences Past and present</b>	<ul style="list-style-type: none"> <li>- Able to say who they are and who they live with</li> <li>- Can talk about any pets that they might have</li> <li>- Can briefly talk about some members of their family</li> <li>- Comments on historical figures or objects in non-fiction texts</li> <li>- Shares likes and dislikes (NR)</li> <li>- Remembers and talks about significant events in their own experiences</li> <li>- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about past and present events in their life and the lives of family members</li> <li>- Is able to discuss different occupations of family members</li> <li>- Can talk about members of their immediate family and community</li> <li>- Can discuss similarities and differences between people in their family</li> <li>- Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>- Can talk about changes within living memory. E.g. experiencing lockdown.</li> <li>- Knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> </ul>
<b>Computing links</b>	<ul style="list-style-type: none"> <li>- Shows interest in technological toys with knobs or pulleys, real objects such as cameras, and touch screen devices such as mobile phones and tablets</li> <li>- Can play simple games on the Interactive Whiteboard by dragging and dropping items (NR)</li> <li>- Children can take photos on the camera</li> <li>- Knows that information can be retrieved from digital devices and the internet</li> <li>- Knows to ask an adult for help when they are unsure of how to work a technical device, tablet or toy</li> </ul>	<ul style="list-style-type: none"> <li>- Children can independently change games or increase levels of difficulty on games</li> <li>- Can create content such as a video recording, stories, and/or draw a picture on screen</li> <li>- Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>- Children know to ask for help if needed</li> <li>- Children know what personal information is and know that it should not be shared online</li> <li>- Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>	<ul style="list-style-type: none"> <li>- Create and debug simple programs.</li> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school.</li> <li>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</li> </ul>
<b>Knowledge to be taught</b>	<ul style="list-style-type: none"> <li>- Our family and people who help us – people who help us in our family and in the community.</li> <li>- Body parts - link to different occupations or growth</li> </ul>		<ul style="list-style-type: none"> <li>- Identify and name a variety of</li> </ul>

<p><b>(linked to topics/ 'the big question')</b></p>	<ul style="list-style-type: none"> <li>- Transport - how can you travel to different places around the world?</li> <li>- Environments - farms, towns, cities, rural areas</li> <li>- Homes — different houses and homes around the world (internally and externally)</li> <li>- New Life — Plants and growth, including how we care for them</li> <li>- Animals and their young — where different animals live and how we can care for them</li> <li>- Floating and Sinking, Sorting by material, Magnetism</li> <li>- Our natural world and Space – how to care for the earth and our solar system</li> <li>- <i>Dinosaurs — where are they now? Discuss similarities and differences between dinosaurs and landscapes</i></li> </ul> <p><b>Vocabulary to be linked and modelled by adults linked to learning experiences</b></p>	<p>everyday materials, including wood, plastic, glass, metal, water and rock.</p> <ul style="list-style-type: none"> <li>- Build familiarity with basic scientific concepts e.g. floating, sinking, and experimenting.</li> <li>- Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>- Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
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**Educational Programme**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**ELG 16 – Creating with Materials**

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

**ELG 17 – Being Imaginative**

- 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 – move in time with music

	<b>Nursery</b>	<b>Reception</b>	<b>Links to KS1</b>
<b>Painting</b>	<ul style="list-style-type: none"> <li>- Use pre-made paints and are able to name colours</li> <li>- Continues to explore colour and how colours can be changed</li> <li>- Can hold a paintbrush in the effectively to paint</li> <li>- Print with large blocks and larger sponges</li> <li>- Print with small blocks, small sponges, fruit, shapes and other resources</li> </ul>	<ul style="list-style-type: none"> <li>- Add white or black paint to alter tint or shade</li> <li>- Colour matching to a specific colour and shade</li> <li>- Can hold a paintbrush using a tripod grip</li> <li>- Can select a thin brush to add detail</li> <li>- Can independently select additional tools (stamps, rollers etc) to improve their painting</li> <li>- Create patterns or meaningful pictures when printing</li> </ul>	<ul style="list-style-type: none"> <li>-Can name primary colours</li> <li>-Can name and mix to create secondary colours</li> <li>-Chn to show emotion by using colour or technique (creating moods in artwork)-</li> <li>-Create a repeating pattern in print</li> <li>-Beginning to drawing in response to an Artist's work</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>- Makes marks to represent something</li> <li>- Draws lines, circles and enclosed spaces that represent an object, experience and/or imagination</li> <li>- <i>Draws potato people (no neck or body)</i></li> <li>- Increasingly able to draw things that they observe</li> <li>- <i>Children are able to draw simple things from memory</i></li> </ul>	<ul style="list-style-type: none"> <li>- Draws bodies of an appropriate size for what they're drawing</li> <li>- Draws with detail (bodies with sausage limbs and additional features)</li> <li>- Beginning to draw self-portraits, landscapes and buildings/cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing emotion in drawings</li> <li>- Drawing using thin and thick lines (HB pencils)</li> <li>- Use IT to create a picture (drawing on paint)</li> <li>- Begin to draw from observation</li> <li>- Beginning to paint in response to an Artist's work</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>- Use glue sticks and spatulas with support</li> <li>- <i>Use glue sticks and glue spatulas independently (NR)</i></li> <li>- <i>Adds other materials to develop models (tissue paper, glitter...)</i></li> <li>- <i>Additional textures – children describe as smooth or bumpy</i></li> <li>- Explore different materials freely, in order to develop their ideas about how to use them and what to make (3-4)</li> </ul>	<ul style="list-style-type: none"> <li>- Join items with glue or tape</li> <li>- Join items in a variety of ways – Sellotape, masking tape, string, ribbon</li> <li>- Knows how to improve models (scrunch, twist, fold, bend, roll)</li> <li>- Knows how to secure boxes, toilet rolls, decorate bottles</li> <li>- Weave (fine motor)</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to cut, roll and coil materials for a purpose</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>- Builds towers by stacking objects</li> <li>- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>- <i>Builds simple models using walls, roofs and towers. (NR)</i></li> <li>- Makes marks in clay</li> <li>- <i>Manipulates clay (rolls, cuts, squashes, pinches, twists...)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Builds models which replicate those in real life. Can use a variety of resources – loose part play</li> <li>- Makes something that they give meaning to</li> <li>- Makes something with clear intentions</li> <li>- Uses malleable to create a representation or idea</li> </ul>	<ul style="list-style-type: none"> <li>-Can make a simple plan before making</li> <li>-Beginning to cut, roll and coil materials for a purpose</li> <li>-Beginning to make a product that moves</li> <li>-Beginning to understand how to make their model stronger</li> </ul>

	<ul style="list-style-type: none"> <li>- Uses tools for a purpose</li> </ul>		
<b>Music</b>	<ul style="list-style-type: none"> <li>- Enjoys listening to music</li> <li>- <i>Talks about how music makes them feel (NR)</i></li> <li>- Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)</li> <li>- <i>Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)</i></li> <li>- <i>Plays a given instrument to a simple beat</i></li> <li>- Taps out simple repeated rhythms</li> <li>- Explores and learns how sounds and movement can be changed</li> </ul>	<ul style="list-style-type: none"> <li>- Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</li> <li>- Selects own instruments and plays them in time to music.</li> <li>- Can change the tempo and dynamics whilst playing</li> <li>- Knows how to use a wide variety of instruments.</li> <li>- Beginning to write own compositions using symbols, pictures or patterns</li> <li>- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to play an instrument, gradually changing its pace e.g fast and slow</li> <li>- Begins to play an instrument, gradually changing its speed e.g fast to slow</li> <li>- Can create a beat of their own and begin to continue it</li> <li>- Begins to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>
<b>Singing and dancing</b>	<ul style="list-style-type: none"> <li>- Responds to music by singing and/or movement</li> <li>- Copies basic actions</li> <li>- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>- <i>Learns short routines, beginning to match pace (NR)</i></li> <li>- Watches dances and performances</li> <li>- Knows some words when singing</li> <li>- Sings in a small group</li> <li>- <i>Sings in a group, trying to keep in time</i></li> </ul>	<ul style="list-style-type: none"> <li>- Learns longer dance routines, matching pace</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>- Replicates dances and performances</li> <li>- Sings in a group, matching pitch and following melody</li> <li>- Sings by themselves, matching pitch and following melody</li> <li>- Begins to build a collection of songs and dances</li> </ul>	<ul style="list-style-type: none"> <li>- Can dance in time to a simple rhythm</li> </ul>
<b>Role Play &amp; Imagination</b>	<ul style="list-style-type: none"> <li>- Plays with familiar resources</li> <li>- <i>Uses own experiences to develop storylines (NR)</i></li> <li>- Plays with simple small world (farm, cars, trains, dolls)</li> <li>- Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>- Engages in imaginative play based on own ideas or first-hand or peer experiences</li> <li>- Uses available resources to create play based on own ideas or first-hand or peer experiences</li> <li>- Plays alongside other children who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>- Uses experiences and learnt stories to develop storylines</li> <li>- Children enhance small world play with simple resources</li> <li>- Enhance with resources that they pretend are something else</li> <li>- Creates representations of both imaginary and real-life ideas, events, people and objects</li> <li>- Introduces a storyline or narrative into their play</li> <li>- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul>	<ul style="list-style-type: none"> <li>- Use vocabulary and movements to match the character they are playing.</li> </ul>
<b>Independence</b>	<ul style="list-style-type: none"> <li>- Choose a piece of paper from a selection of 2/3 colours</li> <li>- <i>Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) (NR)</i></li> <li>- Creates their own piece of art</li> <li>- Creates their own piece of art and gives meaning</li> <li>- <i>Creates their own piece of art and begins to self-correct any mistakes (NR)</i></li> <li>- Children work independently to develop basic skills</li> <li>- <i>Works with a friend, copying ideas and developing skills together</i></li> </ul>	<ul style="list-style-type: none"> <li>- Begins to paint on other materials – card, fabric, clay</li> <li>- Returns to work on another occasion to edit and improve</li> <li>- Creates collaboratively, sharing ideas with peers and developing skills further</li> <li>- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and visual arts</li> <li>- Chooses particular movements, instruments/sounds colours and materials for their own imaginative purposes</li> </ul>	<ul style="list-style-type: none"> <li>- creates props to suit their role play idea without support from an adult</li> <li>- Beginning to use my own ideas to make something</li> <li>- Choosing appropriate tools and resources</li> </ul>
<b>Resources Or Skills modeled</b>	<ul style="list-style-type: none"> <li>- Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Paint, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments</li> </ul>	<ul style="list-style-type: none"> <li>- Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to have an understanding of artists and begin to talk about some artists</li> <li>- Begin to give an opinion on art</li> </ul>

<b>by adult?</b> <b>Vocab?</b>	<ul style="list-style-type: none"> <li>- <i>Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB</i></li> </ul>	<ul style="list-style-type: none"> <li>- Improved vocab – flexible, rigid Smooth, rough, bendy, hard</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to ask questions about a piece of art</li> <li>- Begin to explain my own ideas when making something</li> <li>-Begin to describe how things work</li> </ul>
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