

St. John's CofE (Aided) Primary School's

EYFS Learning and Development Curriculum Guide

The Educational Programmes below have been created to support learning and development through to and including the Early Learning Goals.

This document creates a progressive pathway into Year 1.

Four guiding principles should shape practice in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See “the **characteristics of effective teaching and learning**”).

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three **characteristics of effective teaching and learning** are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Prime Areas Communication & Language

	0-3	In Nursery	In Reception		
		All Year	End of Autumn	End of Spring	End of Summer (ELG)
	Listening, Attention & Understanding	<ul style="list-style-type: none"> I can turn towards familiar sounds, and can accurately locate a familiar persons voice. Loud noises also startle me. I can gaze at faces, copy facial expressions and movements like sticking out my tongue. I can make eye contact for longer periods and watch someone's face as they talk. I can recognise and are calmed by a familiar and friendly voice. I can listen and respond to a simple instruction. I can use gestures like waving and pointing to communicate. I can reach or point to something they want while making sounds. I can copy your gestures and words. I can understand single words in context – 'cup', 'milk', 'daddy'. I can understand frequently used words such as 'all gone', 'no' and 'bye-bye'. I can understand simple instructions like "give to nanny" or "stop". I can recognise and point to objects if asked about them. I can generally focus on an activity of their own choice and find it difficult to be directed by an adult. I can listen to other people's talk with interest, but can easily be distracted by other things. I can listen to simple stories and understand what is happening, with the help of the pictures. I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> I enjoy listening to longer stories and can remember much of what happens. I am beginning to pay attention to more than one thing at a time, which can be difficult. I can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" I am able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 	<ul style="list-style-type: none"> I can listen carefully and understand why listening is important. I can engage in story times. I can learn new vocabulary. I can listen to stories attentively and talk about them. I can sequence and a simple story, understanding there needs to be a beginning, middle and end. I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs by heart. 	<ul style="list-style-type: none"> I can listen to and talk about stories, building familiarity and understanding. I can retell a story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. I can engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Speaking	<ul style="list-style-type: none"> • I can copy what adults do, taking 'turns' in conversations (through babbling) and activities. • I try to copy adult speech and lip movements. • I enjoy singing, music and toys that make sounds. • I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • I can babble, using sounds like 'baba', 'mamama'. • I can constantly babble and use single words during play. • I can use intonation, pitch and changing volume when 'talking'. • I can make myself understood, and can become frustrated when they can't. I am beginning to say how I am feeling, using words as well as actions. • I am beginning to develop conversation, often jumping from topic to topic. • I can develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • I can use the speech sounds p, b, t, m, n, w, d, w, y, h. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j • I can say multi-syllabic words such as 'banana' and 'computer' 	<ul style="list-style-type: none"> • I can use a wider range of vocabulary. • I can sing a repertoire of songs. • I know many rhymes, am able to talk about familiar books, and am able to tell a long story. • I am developing my communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • By 3 ½ I can use the speech sounds p, b, t, d, k, g, m, n, ng, f, s, w, y, h • I am developing my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • By 4 I can also use the speech sounds v, z, ch, l and some blends. • I can use longer sentences of four to six words. • I can start a conversation with an adult or a friend and continue it for many turns. • I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • I am beginning to use recently learnt vocabulary. • I can connect one idea or action to another using a range of connectives. • I can describe events in some detail, when prompted through questioning. • I can use and develop social phrases- eg Please can you help me? Good morning, how are you? Excuse me please. 	<ul style="list-style-type: none"> • I can ask questions to find out more and to check I understand what has been said to me. • I can articulate my ideas and thoughts in well-formed sentences (including some supported use of past present and future tenses). • I can use talk to help work out problems and organise my thinking. • I can use talk to explain how things work and why they might happen. • I am beginning to use newly learnt vocabulary in different contexts. • By 4 ½ I can also use the speech sounds zh and j. • I am developing my pronunciation but may still have problems saying r, sh and some clusters and blends e.g. skr, str, ch, dge and may still simplify 'th' as a d, l, f or v sound. 	<ul style="list-style-type: none"> • 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 use of conjunctions, with modelling and support from their teacher.
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Prime Areas
Personal, Social, Emotional Development

0-3

In Nursery

In Reception

All Year

End of Autumn

End of Spring

End of Summer (ELG)

Self-Regulation

- I can find ways to calm myself, through being calmed and comforted by my key person.
- I can express preferences and decisions. I am also trying new things and start establishing their autonomy.
- I feel strong enough to express a range of emotions. I am growing in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
- I am beginning to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front.
- I am becoming increasingly able to talk about and manage my emotions.
- I can safely explore emotions beyond my normal range through play and stories.
- I can talk about my feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.

- I can talk with others to solve conflicts.
- I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- I can understand gradually how others might be feeling.

- I can express my feelings
- I can identify and am beginning to be able to moderate my own feelings socially and emotionally.

- I can identify and moderate my own feelings socially and emotionally.
- I am beginning to demonstrate consideration to the feelings of others.
- I can show some resilience and perseverance in the face of challenge.

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Managing Self</p>	<ul style="list-style-type: none"> • I can establish my sense of self. • I can decide what to do, what I want to play with, what I want to eat. • I respond to my name. • I can point to and name my own features e.g. nose, mouth, eyes etc. • I can use me, you, I etc. in my talk. • I have likes and dislikes. 	<ul style="list-style-type: none"> • I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me. • I can develop my sense of responsibility and can work as part of a team e.g. helping tidy up my area, or carrying out a specific job. • I am becoming more outgoing with unfamiliar people, in the safe context of my setting. • I can show more confidence in new social situations. • I can increasingly follow rules, understanding why they are important. • I can remember rules without needing an adult to remind me. • I can develop appropriate ways of being assertive. • I will try a wider range of foods with different tastes and textures. 	<ul style="list-style-type: none"> • I can see myself as a valuable individual. • I can manage my own basic hygiene • I understand right from wrong and can mostly behave appropriately • I am confident to try new activities 	<ul style="list-style-type: none"> • I can explain why we need to have rules • I can talk about some of the ways I can keep myself safe • I am beginning to show some independence, resilience and perseverance when challenged 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Building Relationships</p>	<ul style="list-style-type: none"> • I engage with others through gestures, gaze and talk. • I can use that engagement to achieve a goal. For example, gesture towards my cup to say I want a drink. • I can find ways of managing transitions, for example from my parent to my key person. • I thrive as I develop self-assurance. • I can look back as I walk away from my key person. • I can look for clues about how to respond to something interesting. • I can play with increasing confidence on my own and with other children, because I know my key person is nearby and available. • I feel confident when taken out around the local neighbourhood, and enjoy exploring new places with my key person. • I can notice differences between people, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • I can develop friendships with other children. 	<ul style="list-style-type: none"> • Seek out others to share experiences with and may choose to play with a familiar friend or a child that has a similar interest. • I can play alongside other children, inviting others to play, and attempting to join in others play. • I am beginning to find solutions to conflicts and rivalries, when supported. For example, accepting that not everyone can be Spider-Man in the game. • I am beginning to show increasing consideration of other people's needs, such as giving a toy to a child that wants it. • Shows empathy and concern for other people. • I can play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> • I can form positive relationships with my peers • I can form positive relationships with familiar adults • I can take turns with minimal adult support • I can show some understanding about the perspectives of others (when supported by an adult). • I can offer solutions to conflicts by suggesting ideas. 	<ul style="list-style-type: none"> • I can play cooperatively, building constructive and respectful relationships • I can think about the perspectives of others. • I can take turns, mostly independently. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
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Prime Areas Physical Development

0-3

In Nursery

In Reception

All Year

End of Autumn
*Fundamental skills-
Locomotor (Movement skills) and Manipulative (Ball skills)*

End of Spring
Dance / Gymnastics

End of Summer (ELG)
Apparatus / Team Games

Gross Motor Skills

- I can lift my head while lying on my front.
- I can push my chest up with straight arms.
- I can roll over: from front to back, then back to front.
- I enjoy moving when outdoors and inside.
- I can sit without support.
- I can crawl in different ways and directions. Pull themselves upright and bounce in preparation for walking.
- I can reach out for objects as coordination develops.
- I am gradually gaining control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- I can clap and stamp to music.
- I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them.
- I enjoy starting to kick, throw and catch balls.
- I can build independently with a range of appropriate resources.
- I am beginning to walk independently – choosing appropriate props to support at first.
- I can walk, run, jump and climb – and start to use the stairs independently.
- I can spin, roll and independently use ropes and swings (for example, tyre swings).
- I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- I can explore different materials and tools.
- I can use large and small motor skills to do things independently, for example pull a zip up or down, take off my coat, and pour drinks.
- I show an increasing desire to be independent, such as wanting to feed myself and dress or undress.
- I am learning to use the toilet with help, and then independently.

- I am beginning to move in a variety of ways including - crawling - walking - jumping - running – climbing
- I can balance on a balance bike or scooter.
- I can throw a large ball.
- I can catch a large ball.
- I can kick a large ball towards a wide target such as a goal.
- I can go up steps and stairs, or climb up apparatus, using alternate feet.
- I can hold a given pose for 3 seconds in a game like musical statues (such as balancing on 1 leg)
- I can use large muscle movements to wave flags and streamers, paint and make marks.
- I can jump with two feet together.
- I am beginning to remember and use short sequences and patterns of movements which are related to music and rhythm
- I can match my developing physical skills to tasks and activities in the setting. (For example, I can decide whether it would be more suitable to crawl, walk or run across a plank, depending on its length and width).
- I know that run, jog and walk are different in times of speed.
- I can choose and use the correct resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- I can carry the large wooden blocks safely (in the outdoor area).
- I can put my coat on independently (adult support to fastening).
- I can use the toilet independently.
- I can wash and dry my hands thoroughly.
- I can remove my sock and shoes.
- I can put my socks / tights on independently.
- I am beginning to negotiate space moving around without collision.
- I am beginning to understand that I can work with other to achieve a goal, e.g. rolling to a partner, team game etc.

- I can move with increasing confidence in a variety of ways- such as rolling - crawling - walking - jumping - running - hopping - skipping – climbing –side-stepping
- I can move using different parts of my body, such as crawling using my hands and feet, slithering on my front, standing on my tiptoes etc
- I am becoming increasingly confident to negotiate space in order to dodge obstacles safely
- I can move slowly and quickly as instructed
- I can follow a verbal instruction stopping, starting or changing direction as appropriate.
- I can follow a non- verbal instruction (such as the shake of a tambourine, a whistle, a clap; or a visual clue such as a hand signal or picture) stopping, starting or changing direction as appropriate.
- I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- I can roll a large ball with control
- I can use an underarm throw to throw a bean bag into a target, (such as a hoop or a bucket).
- I can throw and catch a large ball with my partner
- I can kick a large ball with control to my partner.
- I am gaining confidence to stop a large ball with my foot

- I can move with confidence in a variety of ways- such as rolling - crawling - walking - jumping - running - hopping - skipping – climbing –side-stepping
- I can confidently negotiate space in order to dodge obstacles safely
- I am progressing towards a more fluent style of moving, with developing control and grace.
- I am developing my overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- I am using my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- I can combine different movements with ease and fluency

- I can move with confidence in a variety of ways- such as rolling - crawling - walking - jumping - running - hopping - skipping – climbing –side-stepping
- I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- I can safely and confidently jump from equipment including the large wooden beam on the outdoor climbing frame.
- I can decide to run, walk or jog depending on how long I have to get to a given point.
- I can work with others in a team to achieve a goal.
- **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.**

			<ul style="list-style-type: none"> • Through discussions, I show some understanding about the different factors that support my overall health and wellbeing: - regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time' , having a good sleep routine , being a safe pedestrian • I am developing the skills I need to manage the school day successfully: - lining up and queuing – mealtimes and daily routines - personal hygiene • Through discussions, I show some understanding about the different factors that support my overall health and wellbeing: - regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time' , having a good sleep routine , being a safe pedestrian • I am developing the skills I need to manage the school day successfully: - lining up and queuing – mealtimes and daily routines - personal hygiene • I can use a range of tools safely and competently which develop my fine motor skills, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 		
Fine Motor Skills	<ul style="list-style-type: none"> • I can eat finger food and develop my own likes and dislikes. • I can lift objects up to suck them. Pass things from one hand to the other and let go of things and hand them to another person, or drop them. • I am developing my manipulation and control of various objects such as paintbrushes, scissors, pencils, sellotape etc. • I enjoy the sensory experience of making marks in the sand, paint, mud, water etc. 	<ul style="list-style-type: none"> • I can use my dominant hand for fine motor activities, such as posting, threading, mark making, using tweezers etc. • I can use my pincer grip to open a wrapper, peel on an orange etc. • I can hold a pair of scissors effectively and use them to make snips in paper. • I can use a comfortable grip with good control when holding pens and pencils e.g. using a three finger hold, rather than a full hand hold. • I can use a knife to spread and cut. • I am beginning to be able to use a knife and fork to eat. 	<ul style="list-style-type: none"> • I can use a range of tools safely which develop my fine motor skills, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • I can use a range of tools safely and competently which develop my fine motor skills, such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • I am developing the foundations of the Penpals handwriting scheme. 	<ul style="list-style-type: none"> • 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.

**Specific Areas
Literacy
(Bug Club, Pen Pals, BLAST)**

	Specific Areas Literacy (Bug Club, Pen Pals, BLAST)				
	0-3	In Nursery	In Reception		
		All Year	End of Autumn	End of Spring	End of Summer (ELG)
Comprehension	<ul style="list-style-type: none"> • I can copy finger movements and other gestures. • I can repeat words and phrases from familiar stories. • I can ask questions about the book. • I can make comments and share my own ideas. 	<ul style="list-style-type: none"> • I can understand that print has different purposes. • I can understand different parts of the book. – beginning middle and end. • I can listen to a story and comment on the characters and events. • I can develop play around my favourite stories using props. • I am beginning to understand what new vocabulary means. • I can learn new vocabulary and use it. 	<ul style="list-style-type: none"> • I can listen to a story and comment on characters or settings using language from the story • I can sequence a story (beginning, middle and end) using pictures. • I can retell a simple story orally. • I show some understanding of recently introduced vocabulary 	<ul style="list-style-type: none"> • I am beginning to use recently introduced vocabulary from discussions, rhymes, poems and stories in my role play • I can make a simple prediction about what will happen next • I am beginning to be able to read what I have written to check that it makes sense. 	<ul style="list-style-type: none"> • 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, non-fiction, rhymes and poems and during role-play.

<p style="text-align: center;">Word Reading</p>	<ul style="list-style-type: none"> • I enjoy songs and rhymes, tuning in and paying attention. • I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. • I have favourite books and will seek them out, to share with an adult, with another child, or to look at alone. • I enjoy sharing books with an adult. • I can sing songs and say rhymes independently. • I pay attention and respond to the pictures or the words in a book. 	<ul style="list-style-type: none"> • I notice some print, such as the first letter of my name, a bus or door number, or a familiar logo. • I understand print has meaning. • I understand that print can be read from left to right, top to bottom. • I can turn the pages of a book in order, one page at a time. • I can hear rhyme. • I am beginning to suggest rhyming words. • I can clap or count syllables in a word. • I can recognise words with the same initial sound. (Alliteration) • I can listen to sounds and blend them to identify the correct picture. (When an adult sound talks c-a-t, I can point to the picture of a cat.) • I can recognise my name. 	<ul style="list-style-type: none"> • I can identify rhyming words when heard • I can add to a rhyming string orally • I can say a sound for some of the graphemes in the alphabet. • I can hear the initial sound in a word • I can hear the sounds in VC words and blend them together. (When an adult says 'a-t' I can say the word 'at'.) • I can blend to read VC words • I can hear the sounds in CVC words and blend them together. (When an adult says 'b-a-t' I can say the word 'bat'.) • I can blend to read CVC words 	<ul style="list-style-type: none"> • I can say a sound for all of the graphemes in the alphabet. • I can read some digraphs • I can give a letter name for most corresponding sounds • I can read other simple words consistent with my phonic knowledge. • I can read some tricky words matched to our Bug Club phonics programme. • I can use my phonics knowledge to decode regular words out loud • I can read a simple caption. • I am beginning to read simple sentences which include tricky words. 	<ul style="list-style-type: none"> • Say a sound for each letter in 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.
<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> • I can make marks using a variety of tools, e.g. paintbrushes, pens, chalks, sticks etc. • I can draw a vertical line and a circle. • I can make marks on my picture to stand for my name. • I enjoy drawing freely. • I can add some marks to my drawings, which I can give meaning to. For example: "That says mummy." 	<ul style="list-style-type: none"> • I can draw the following shapes o - + . • I can discuss the marks I make e.g. 'It is a car'. • I can write my name in a way others can recognise. • I am beginning to use the correct letter formation for some letters in my name. 	<ul style="list-style-type: none"> • I give meaning to the marks I make. • I can copy the letters from my name. • I can write my name independently. • I can form some other lower-case letters recognisably. • I can write the letter that represents the initial phoneme in a word. • I can segment words orally by identifying beginning and end sounds. • I can write the initial and end sounds in a word. 	<ul style="list-style-type: none"> • I can form lower-case letters with some accuracy. • I can write a CVC word. • I can write a label/simple caption • I can form some capital letters. • I am beginning to write phonetically plausible simple sentences • I can use finger spaces. • I am beginning to use capital letters and full stops in my sentences. • I am beginning to write some irregular words 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

**Specific Areas
Mathematics**

0-3

In Nursery

In Reception

All Year

End of Autumn

End of Spring

End of Summer (ELG)

Number

- I can combine objects like stacking blocks and cups. Putting objects inside others and take them out again.
- I can take part in finger rhymes with numbers.
- I can react to changes of amount in a group of up to three items.
- I can compare amounts, saying 'lots', 'more' or 'same'.
- I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

- I know that the last number reached when counting a small set of objects tells you how many there are in total ('**cardinal principle**').
- I can show 'finger numbers' to 5.
- I am beginning to recognise numerals 1-5
- I am beginning to count a few objects with 1:1 correspondence
- I am beginning to link some numerals and amounts: for example, showing the right number of objects to match the numeral (up to 5).
- I am starting to experiment with marks or symbols to represent numerals.
- I am starting to be able to solve real world mathematical problems with numbers up to 5.
- I am beginning to compare quantities using language: 'more than', 'fewer /less than'
- I know when I have the same upto 5.

- I demonstrate an increasing understanding of key times of the day and class routines
- I can count objects with 1:1 correspondence
- I can count pictures with 1:1 correspondence
- I can count actions and sounds
- I can represent numbers 1-5
- I can explore the composition of numbers to 5

- I demonstrate an understanding of 0
- I can represent numbers 1-10
- I can explore the composition of numbers to 10
- I can make a pair
- I can combine 2 groups and say how many altogether
- I can explore and discuss time
- I can explore pairs of numbers which add together to make 10.
- I can subsidise to 5

- **I have a deep understanding of numbers to 10, including the composition of each number**
- **I can subsidise (recognise quantities without counting) up to 5**
- **I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Numerical Patterns</p>	<ul style="list-style-type: none"> • I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • I can sort items by colour and size. • I am becoming familiar with patterns in daily routines. • I can join in with repeated action patterns e.g. clap, pat, clap, pat. 	<ul style="list-style-type: none"> • I am beginning to be able to rote count to 10 and beyond • I can talk about and identify the patterns around me (for example: stripes on clothes, designs on rugs and wallpaper). • I can use informal language like 'pointy', 'spotty', 'blobs' etc to describe patterns and shapes. • I can sort items by shape. • I can extend and create ABAB patterns – stick, leaf, stick, leaf. • I can notice patterns and arrange things in patterns. • I can notice and correct an error in a simple repeating pattern. 	<ul style="list-style-type: none"> • I can rote count to 10 • I can compare amounts in two groups • I can give the number 1 more than a number to 5 • I can give the number 1 less than a number to 5 	<ul style="list-style-type: none"> • I can rote count to 20 • I can give the number 1 more than a number to 10 • I can give the number 1 less than a number to 10 • I can compare length and height using appropriate vocabulary • I can compare mass and capacity • I can explore pattern, recognising, copying and creating repeating patterns 	<ul style="list-style-type: none"> • I can verbally count beyond 20, recognising the pattern of the counting system • I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, less than or the same as the other quantity • I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Shape / Measure	<ul style="list-style-type: none"> • I can climb and squeeze myself into different types of spaces. • I build with a range of resources. • I can complete inset puzzles. • I compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' 	<ul style="list-style-type: none"> • I can explore and discuss 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • I am beginning to recognise shapes in the environment. • I demonstrate a good understanding of position through words alone – for example, "The bag is under the table," – with no pointing. • I can describe a simple, familiar route (using words like 'in front of' and 'behind') • I am beginning to make comparisons between objects, using appropriate vocabulary, relating to size, length, weight and capacity. • I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • I can combine shapes to make new ones - an arch, a bigger triangle etc. • I can sort 2D shapes. • I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<ul style="list-style-type: none"> • I can match and sort objects • I can identify 2D shapes • I can discuss properties of 2D shapes • I can explore size, mass and capacity • I understand and can use positional language to explain where things belong in the class room 	<ul style="list-style-type: none"> • I can discuss properties of 2D shapes • I can explore and discuss some properties of 3D shapes • I can explore size, mass and capacity • I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. • I can compose and decompose shapes recognising that a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> • I can match and sort objects • I can identify 2D shapes • I can discuss properties of 2D shapes. • I can explore and discuss some properties of 3D shapes. • I can explore size, mass and capacity. • I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. • I can compose and decompose shapes recognising that a shape can have other shapes within it, just as numbers can. <p style="text-align: right; color: red; font-weight: bold;">*NO ELG</p>
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Specific Areas
Understanding the World

0-3

In Nursery

In Reception

All Year

End of Autumn

End of Spring

**End of Summer
(ELG)**

Past & Present

- I am interested in photographs of myself and other familiar people.
- I have a sense of my own immediate family, relations, and pets.

- I can begin to make sense of my own life-story and family's history.
- I can explore how things work.
- I understand the sequence of the day.
- I can talk about things that have happened in the past in Nursery.
- I am beginning to understand that some people existed in the past, e.g. Jesus Christ.

- I can talk about members of my immediate family and community.
- I can name and begin to describe people in the community, such as police, fire-service, nurse, dentist etc

- I can comment on images of familiar situations in the past.
- I can compare and contrast characters from stories, including figures from the past.
- I can talk about a significant person from the past, e.g. Guy Fawkes, Jesus Christ.
- I can use time words to talk about the past and present, e.g. before, yesterday, last year, tomorrow.

- **Talk about the lives of the 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.**

- I can explore and respond to different natural phenomena in their setting and on trips, such as knowing I need a coat when it is snowing, wellies to jump in puddles.
- I can make connections between the features of their family and other families.
- I can notice differences between people such as skin colour, hair, gender, disabilities etc.
- I enjoy celebrating festivals with my family and can talk about them.

- I show interest in different occupations.
- I am continuing to develop a positive attitude about the differences between people.
- Enjoys joining in and with family customs and routines.
- Remembers and talks about significant events in their own experience.

- I can draw information from a simple map, e.g. school.
- I understand that some places are special to members of my community.
- I can recognise that people have different beliefs and celebrate special times in different ways.

- I can recognise some similarities and differences between life in this country and life in other countries.

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

The Natural World

- I can explore and begin to talk about materials with different properties, such as wet/dry, clean / dirty.
- I can explore natural materials, indoors and outside.
- I am starting to enjoy the natural world, being outside, looking at the environment, trees, birds etc.

- I can use all my senses in hands on exploration of natural materials.
- I can explore collections of materials with similar and/or different properties.
- I can talk about what I see.
- I can plant seeds and show some understanding of how to care for growing plants.
- I am beginning to understand the key features of the life cycle of a plant and an animal.
- I am beginning to understand the need to respect and care for the natural environment and all living things.
- I can explore and talk about different forces that I can feel.
- I can talk about the differences between materials and changes I notice, e.g. cooking, melting, floating and sinking, magnets, shadows etc.
- I can talk about day to day weather patterns.
- I am beginning to understand that there are different settings eg, beach, town, countryside.
- I notice changes in the natural environment depending on the time of year.

- I can use my senses to explore the natural world around me.
- I can understand and can talk about the effects of changing seasons on the natural world around me.
- I can identify and classify (sort) objects by force, e.g. floating/sinking, magnets, climates, number of legs on an animal etc.
- I can ask questions about a topic that I am interested in.

- I can describe what I see, hear and feel whilst outside.
- I can recognise some environments that are different to the one in which I live.
- I understand and can talk about what plants need to grow, after experiencing a simple scientific fair test.
- I can talk about some life cycles, for example a butterfly, a frog, a chick.
- I understand that information can be gathered from books and computers.

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

**Specific Areas
Expressive Art & Design**

0-3

In Nursery

In Reception

All Year

End of Autumn

End of Spring

End of Summer (ELG)

Creating with materials

- I can notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- I am starting to make marks intentionally.
- I can explore paint, using fingers and other parts of my body as well as brushes and other tools.
- I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.
- I can explore different materials, using all of my senses to investigate them.
- I can manipulate and play with different materials.
- I can use my imagination as I consider what I can do with different materials.
- I can make simple models.

- I can develop my own ideas and then decide which materials to use.
- I am beginning to join different materials.
- I show an interest in exploring different textures.
- I can create closed shapes, and begin to use them to represent objects. E.g. making a farm enclosure with long wooden blocks, using the crates to make a house.
- I can draw with increasing complexity and detail, such as representing a face with a circle and including details such as two eyes, one nose, one mouth.
- I can explore colour and colour mixing.
- I can make simple models, to represent my ideas.
- I beginning to experiment with different artistic techniques, such as collage (Matisse), printing, painting (Van Gogh Sunflowers), Shape pictures (Paul Klee).

- I can use a range of mark making tools to create masterpieces. Such as printing, malleable tools, digital media.
- I am beginning to be able to create collaboratively using a range of resources.
- I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.
- I can represent ideas through different artistic approaches, such as Mondrian abstract squares, Picasso's abstract faces.

- I can experiment with colour mixing to create a desired colour or shade.
- I can return to and build on my previous learning, refining ideas and developing my ability to represent them.
- I am beginning to create observational pictures, looking closely at colour, pattern and shape.
- I can use different techniques to join materials.

- I am beginning to be able to talk about ways to improve and build on work.
- **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.**

Being Imaginative & Expressive

- I can show attention to sounds and music.
- I can respond emotionally and physically to music when it changes.
- I can move and dance to music.
- I can anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- I can explore their voices and enjoy making sounds.
- I can join in with songs and rhymes, making some sounds.
- I can make rhythmical and repetitive sounds.
- I can explore a range of sound makers and instruments and play them in different ways.
- I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- I am beginning to develop pretend play, pretending that one object represents another. For example, holding a wooden block to my ear and pretending it's a phone.

- I can take part in simple pretend play, using an object to represent something else even though they are not similar. E.g. using a banana as a phone, a box as a car.
- I am beginning to develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- I can make imaginative and more complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- I can listen with increased attention to sounds.
- I can respond to what I have heard, expressing my thoughts and feelings.
- I can remember and sing entire songs, such as 'Wind the Bobbin Up'.
- I can sing the pitch of a tone sung by another person ('pitch match'). High, medium, low.
- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- I can play instruments with increasing control to express their feelings and ideas.
- I am beginning to explore a steady beat.
- I can explore a range of rhythms.
- I can respond to musical vocabulary such as loud / soft, fast / slow.
- I experience different genres of music.

- I can watch and talk about dance and performance art, expressing my feelings and responses.
- I am beginning to develop storylines in my pretend play.
- I can explore and engage in music making, performing as part of a group, or with encouragement a solo.
- I can sing a repertoire of rhymes and songs.
- I can act out a familiar story with my peers.
- I am beginning to repeat back short basic rhythms.

- I can listen attentively, move in time to and talk about music, expressing my feelings and responses.
- I can explore and engage in music and dance, performing in a group or solo.
- I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can tell or act out my own story to peers. I can use musical vocab such as loud / soft, fast / slow.

- I can create my own songs, or improvise a song around one I know.
- I can keep a steady pulse.
- I experience a range of different genres of music and can talk about how they make me feel.
- **Make use of props and materials when role playing characters in narratives and stories.**
- **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 to move in time with music.**

**Additional Areas
Technology / Computing**

	0-3	In Nursery	In Reception		
		All Year	End of Autumn	End of Spring	End of Summer
Technology / Computing	<ul style="list-style-type: none"> I can use technology in my play. E.g. pretending to talk on the telephone or take selfies. I can follow simple oral instructions when using technology. 	<ul style="list-style-type: none"> I am beginning to play on a touch screen game (iPad/IWB) (with some support where needed) I am learning how to turn on and off technology – laptop, computer, iPad, CD player etc. I know that information can be retrieved from computers. 	<ul style="list-style-type: none"> I can confidently play on a touch screen game (iPad/IWB) I know how to turn on and off technology – laptop, computer, iPad, CD player etc. I can use hardware to complete age-appropriate programs. <p><u>Purple Mash:</u></p> <ul style="list-style-type: none"> I can use 2 Explore to create and explore music sequences. I can use Simple City - dragging and dropping to create an environment such as a park. I can use 2 Paint program. 	<ul style="list-style-type: none"> I know some ways to keep safe online. I demonstrate some understanding of what personal information is and who you can share it with. I understand how the internet can be used to find information using search engines. To use hardware to complete age-appropriate programs <p><u>Purple Mash:</u></p> <ul style="list-style-type: none"> I am beginning to use 2 Create a story program (pictures and dictate /type simple words). 	<ul style="list-style-type: none"> I know how to use an iPad to take photographs (and print them). I can Log in to a variety of software using a Username and Password. I can save my work (with some support where needed) To use hardware to complete age-appropriate programs <p><u>Purple Mash:</u></p> <ul style="list-style-type: none"> I can use 2 Count to create a graph I can use 2 Go to direct through a maze <p style="text-align: center;">*NO ELG</p>

**Additional Areas
Religious Education**

0-3	In Nursery	In Reception		
	All Year	End of Autumn	End of Spring	End of Summer
	<ul style="list-style-type: none"> • I know that word God is a name. • I know that Christians believe God is Creator of the universe. • I know that Christians believe God made our wonderful world and so we should look after it. • I can give thanks to God for His wonderful creation and for the Harvest. • I know why we celebrate harvest and the importance of giving thanks to God for the harvest and all his gifts to us. • I can talk about special times celebrated by Christians and members of other faiths. • I can identify features of religious practice such as lighting candles, putting our hands together to pray. • I know that Christmas is the celebration of Jesus' birthday. • I know that Jesus was a very special baby, the Son of God. • I know that Christians believe God came to Earth in human form as Jesus. • I know that Christians believe Jesus came to show that all people are precious and special to God. • I know that God takes care of us and helps us. • I know that Christians believe Jesus came to show God's love. • I know that Christians try to show love to others. • I know that Jesus was a story teller. • I can learn from the stories Jesus told. • I know that Jesus can do anything. • I know that Christians remember Jesus' last week at Easter. • I know that Jesus' name means 'He saves'. • I know that the Church is a place of worship for Christians. • I know that I can talk to God. 	<ul style="list-style-type: none"> • I know that God is the Creator of the world', and he created the world from nothing. • I can give thanks to God for his good gifts; at Harvest, for example. • I know that humans are a part of God's creation, and each person is known by God. • I know that special times are celebrated differently all over the world. • I know that God came to earth as Jesus Christ, and he is called the 'Son of God'. • I know that God treasures each one of us, and that we are unique. 	<ul style="list-style-type: none"> • I know that Jesus heard stories as a child. • I know that God speaks to us through the Bible. • I know that Jesus' name means 'he saves', and he helped all he met. • I know that Jesus died to save everyone, to pay the price of sin in our world and reunite humans with God. 	<ul style="list-style-type: none"> • I know that Jesus was a storyteller and told people how God would like them to behave to one another. • I know that the Church is a special place to Christians • I know that people of other religions may not go to Church.