

Personal, Social and Emotional Development

Building Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers. 	<ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it 	<ul style="list-style-type: none"> • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult 	<ul style="list-style-type: none"> • Will Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. 	<ul style="list-style-type: none"> • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest 	<ul style="list-style-type: none"> • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Is more confident to engage with adults that are less familiar to them – wider school staff and visitors 	<ul style="list-style-type: none"> • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play 	<ul style="list-style-type: none"> • Uses their experiences of adult behaviours to guide their social relationships and interactions 	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas 	<ul style="list-style-type: none"> • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers 	<ul style="list-style-type: none"> • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Is proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking 	<ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others 	<ul style="list-style-type: none"> • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations 	<ul style="list-style-type: none"> • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support 	<ul style="list-style-type: none"> • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
ELG	<p>Children at the expected level of development will:</p> <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. 					

Personal, Social and Emotional Development

Self-Regulation (Understanding Emotions)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated 	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset 	<ul style="list-style-type: none"> • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	<ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling 	<ul style="list-style-type: none"> • Responds to the feelings of others, showing concern and offering comfort 	<ul style="list-style-type: none"> • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable Conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares 	<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt 	<ul style="list-style-type: none"> • Uses simple words to describe their emotions • Begins to respond appropriately to requests from an adult 	<ul style="list-style-type: none"> • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings 	<ul style="list-style-type: none"> • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Talks about their own and others' feelings and behaviour and its consequences • Seeks support, "emotional refuelling" and practical help in new or challenging situations. 	<ul style="list-style-type: none"> • Is aware of behavioural expectations and sensitive to ideas of justice and fairness 	<ul style="list-style-type: none"> • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and Compromise • With support, is able to stop and follow instructions from an adult, even when engaged in an activity. 	<ul style="list-style-type: none"> • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people 	<ul style="list-style-type: none"> • Understands their own and other people's feelings, offering empathy and comfort 	<ul style="list-style-type: none"> • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Personal, Social and Emotional Development

Managing Self (Understanding Emotions: Sense of Self)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine • Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth – helps adult with brushing teeth • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons • Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges • Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning • Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Can hold a cup with two hands and drink well without spilling 	<ul style="list-style-type: none"> * Will continue to say <i>no</i> but will calm or stop if supported by an adult • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support 	<ul style="list-style-type: none"> • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions 	<ul style="list-style-type: none"> • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions 	<ul style="list-style-type: none"> • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves 	<ul style="list-style-type: none"> • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Feeds self competently • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet
Nursery	<ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks 	<ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks 	<ul style="list-style-type: none"> • Is aware of being evaluated by others and begin to develop ideas 	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and 	<ul style="list-style-type: none"> • Is beginning to talk about similarities and differences of others 	<ul style="list-style-type: none"> • Shows their confidence and self-esteem through

<p>F1 (3 - 4 yrs)</p>	<ul style="list-style-type: none"> • Can name and identify different parts of the body • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can mirror the playful actions or movements of another adult or child 	<ul style="list-style-type: none"> • Can wash and can dry hands effectively and understands why this is important • Dresses with help, e.g. puts 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 	<p>about themselves according to the messages they hear from others</p> <ul style="list-style-type: none"> • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath 	<p>differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies 	<ul style="list-style-type: none"> • Dresses with help, e.g. puts 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 	<p>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</p> <ul style="list-style-type: none"> • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
<p>Reception F2 (4 – 5yrs)</p>	<ul style="list-style-type: none"> • Has a clear idea about what they want to do in their play and how they want to go about it • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Shows understanding of how to transport and store equipment safely 	<ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Usually dry and clean during the day • Can initiate and describe playful actions or movements for other children to mirror and follow 	<ul style="list-style-type: none"> • Shows confidence in choosing resources and perseverance in carrying out a chosen activity • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others 	<ul style="list-style-type: none"> • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms 	<ul style="list-style-type: none"> • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 	<ul style="list-style-type: none"> • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Eats a healthy range of foodstuffs and understands need for variety in food
<p>ELG</p>	<p>Children at the expected level of development will:</p> <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. 					

Communication and Language

Listening, Attention and Understanding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from • Identifies action words by following simple instructions, e.g. Show me jumping a group • Understands simple sentences (e.g. Throw the ball) 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door 	<ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping 	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Developing understanding of simple concepts (e.g. fast/slow, good/bad) 	<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet 	<ul style="list-style-type: none"> • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus 	<ul style="list-style-type: none"> • Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?)
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) 	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture 	<ul style="list-style-type: none"> • Focusing attention – can still listen or do, but can change their own focus of attention • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box 	<ul style="list-style-type: none"> • Beginning to understand why and how questions
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> • Able to follow a story with pictures or props 	<ul style="list-style-type: none"> • Beginning to understand humour, e.g. nonsense rhymes, jokes 	<ul style="list-style-type: none"> • Understands questions such as who; why; when; where and how 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> • Able to follow a story without pictures or props
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					

Communication and Language

Speaking

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Beginning to use word endings (e.g. going, cats) 	<ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating 	<ul style="list-style-type: none"> • Holds a conversation, jumping from topic to topic 	<ul style="list-style-type: none"> • Uses longer sentences (e.g. Mummy gonna work) 	<ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts 	<ul style="list-style-type: none"> • Uses a variety of questions (e.g. what, where, who)
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	<ul style="list-style-type: none"> • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> • Talks more extensively about things that are of particular importance to them • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture 	<ul style="list-style-type: none"> • Uses talk to explain what is happening and anticipate what might happen next • Able to use language in recalling past experiences 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Uses intonation, rhythm and phrasing to make the meaning clear to others 	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Can begin to express their ideas and feelings about their experiences using full sentences (ongoing) 	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play • Is beginning to participate in small group, class and one-to-one discussions, offering their own ideas, using introduced vocabulary. 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> • Is beginning to offer explanations for why things might happen, making use of recently introduced vocabulary. 	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention 	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
ELG	<p>Children at the expected level of development will:</p> <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. 					

Physical Development

Gross Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand). • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground 	<ul style="list-style-type: none"> • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers 	<ul style="list-style-type: none"> • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it 	<ul style="list-style-type: none"> • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride 	<ul style="list-style-type: none"> • Begins to walk, run and climb on different levels and surfaces • Jumps up into the air with both feet leaving the floor and can jump forward a small distance 	<ul style="list-style-type: none"> • Begins to understand and choose different ways of moving
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability 	<ul style="list-style-type: none"> • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles 	<ul style="list-style-type: none"> • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object 	<ul style="list-style-type: none"> • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability 	<ul style="list-style-type: none"> • Can jump from an appropriate height and land safely 	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping 	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles 	<ul style="list-style-type: none"> • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance 	<ul style="list-style-type: none"> • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk 	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment 	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					




Physical Development

Fine Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other When holding crayons, chalks etc, makes connections between their movement and the marks they make Uses gesture and body language to convey needs and interests and to support emerging verbal language use 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> Is interested in turning the pages of a book backwards and forwards 	<ul style="list-style-type: none"> Turns pages in a book, sometimes several at once 	<ul style="list-style-type: none"> May be beginning to show preference for dominant hand and/or leg/foot 	<ul style="list-style-type: none"> Holds mark-making tools with thumb and all fingers 	<ul style="list-style-type: none"> Is beginning to show independence in trying to use some tools and objects 	<ul style="list-style-type: none"> Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
Nursery F1 (3 – 4 yrs)	<ul style="list-style-type: none"> Beginning to use fingers when joining in with counting songs and rhymes 	<ul style="list-style-type: none"> Can copy horizontal and vertical lines 	<ul style="list-style-type: none"> Can copy circles 	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow 	<ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<ul style="list-style-type: none"> Is beginning to draw and paint representations of people and objects
Reception F2 (4 – 5 yrs)	<ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines 	<ul style="list-style-type: none"> Uses simple tools to effect changes to materials 	<ul style="list-style-type: none"> Shows a preference for a dominant hand Begins to form recognisable letters independently 	<ul style="list-style-type: none"> Is becoming more consistent in using the tripod grip for writing 	<ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control and intention 	<ul style="list-style-type: none"> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
ELG	<p>Children at the expected level of development will:</p> <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. 					




Literacy

Comprehension

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience 					
Nursery (2 – 3 yrs)	<p><i>Working towards Autumn 2 Goal</i></p> 	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles 	<p><i>Working towards Spring 2 Goal</i></p> 	<ul style="list-style-type: none"> • Repeats and uses actions, words or phrases from familiar stories 	<p><i>Working towards Summer 2 Goal</i></p> 	<ul style="list-style-type: none"> • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when in a small group 	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> • Begins to be aware of the way stories are structured, and to tell own stories 	<ul style="list-style-type: none"> • Talks about events and principal characters in stories 	<ul style="list-style-type: none"> • Suggests how the story might end
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Re-enacts and reinvents stories they have heard in their play 	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading 	<ul style="list-style-type: none"> • Is beginning to predict / anticipate key events in stories. 	<ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Is beginning to use vocabulary used in books read to them or by them. 	<ul style="list-style-type: none"> • Knows that information can be retrieved from books, computers and mobile digital devices 	<ul style="list-style-type: none"> • Describes main story settings, events and principal characters in increasing detail
ELG	<p>Children at the expected level of development will:</p> <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. 					

Literacy




Word Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience 					
Nursery (2 – 3 yrs)	<p><i>Working towards Autumn 2 Goal</i></p> 	<ul style="list-style-type: none"> • Is interested in familiar logos from children’s popular culture, commercial print or icons for apps 	<p><i>Working towards Spring 2 Goal</i></p> 	<ul style="list-style-type: none"> • Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps 	<p><i>Working towards Summer 2 Goal</i></p> 	<ul style="list-style-type: none"> • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Shows interest in illustrations and words in print and digital books and words in the environment 	<ul style="list-style-type: none"> • Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> • Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Handles books and touch screen technology carefully and the correct way up with growing competence 	<ul style="list-style-type: none"> • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Enjoys an increasing range of print and digital 	<ul style="list-style-type: none"> • 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 • Begins to develop phonological and phonemic awareness - Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Starts to link sounds to letters, naming and sounding the letters of the alphabet

	books, both fiction and non-fiction	- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them		structure, subject knowledge and illustrations to interpret the text	and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee	- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
ELG	Children at the expected level of development will: <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. 					




Literacy

Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks 					
Nursery (2 – 3 yrs)	<p>Working towards Autumn 2 Goal</p> 	<ul style="list-style-type: none"> • Makes range of marks using small and large arm movements 	<p>Working towards Spring 2 Goal</p> 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make 	<p>Working towards Summer 2 Goal</p> 	<ul style="list-style-type: none"> • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Nursery F1 (3 – 4 yrs)	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings 	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings 	<ul style="list-style-type: none"> • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves 	<ul style="list-style-type: none"> • Includes mark making and early writing in their Play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right 	<ul style="list-style-type: none"> • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 	<ul style="list-style-type: none"> • Shows interest in letters in the environment, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Reception F2 (4 – 5 yrs)	<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name 	<ul style="list-style-type: none"> • To begin to form letters correctly and place them in words. 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats 	<ul style="list-style-type: none"> • To be able to spell some words with their knowledge of sounds and matching symbols. • To be able to form many letters correctly. 	<ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
ELG	<p>Children at the expected level of development will:</p> <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. 					

Mathematics

Number

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	Counting • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things					
Nursery (2 – 3 yrs)	Working towards Autumn 2 Goal 	Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group	Working towards Spring 2 Goal 	Cardinality (How many?) • Beginning to count on their fingers.	Working towards Summer 2 Goal 	Cardinality (How many?) • Beginning to notice numerals (number symbols)
Nursery F1 (3 - 4 yrs)	Cardinality • Subitises one, two and three objects (without counting)	Cardinality • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	Cardinality • Links numerals with amounts up to 5	Composition • Beginning to use understanding of number to solve practical problems in play and meaningful activities	Cardinality *Beginning to link numerals with amount beyond 5 Composition • Beginning to recognise that each counting number is one more than the one before	Cardinality • Explores using a range of their own marks and signs to which they ascribe mathematical Meanings Composition • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Reception F2 (4 – 5yrs)	Cardinality • Becomes familiar with the meaning of subitising. • Counts out up to 5 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 5) • Begins to recognise their ability to subitising numbers to 3 Composition • Shows awareness that numbers are made up (composed) of smaller	Composition • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (numbers 1- 5) • In practical activities, adds one and subtracts one with numbers to 10	Cardinality • Can recognise their ability to subitising numbers to 3 Spatial Awareness • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)	Composition • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (6, -10) • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 3 raisins on a plate as two and one. • In practical activities, adds one and subtracts one with numbers to 10	Cardinality • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10)	Composition • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (any number from 1 – 10) • Can conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • Begins to explore and work out mathematical

	numbers, exploring partitioning in different ways with a wide range of objects (numbers 1- 5)		<ul style="list-style-type: none"> • May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<ul style="list-style-type: none"> • To recall number bonds to 4 		<p>problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p> <ul style="list-style-type: none"> • To recall number bonds to 5 and explore number bonds for number 6-10
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Statutory Educational Programme: Mathematics</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their <i>spatial reasoning skills</i> 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.</p>					

Mathematics




Numerical Patterns

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<p>Comparison</p> <ul style="list-style-type: none"> • Responds to words like lots or more <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces <p>Shape</p> <ul style="list-style-type: none"> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements <p>Pattern</p> <ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys <p>Measures</p> <ul style="list-style-type: none"> • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines 					
Nursery (2 – 3 yrs)	<p>Comparison</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces 	<p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Shape</p> <ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in <p>Measures</p> <ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Begins to remember their way around familiar Environments <p>Pattern</p> <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns 	<p>Shape</p> <ul style="list-style-type: none"> • Recognises that two objects have the same shape <p>Measures</p> <ul style="list-style-type: none"> • Beginning to understand some talk about immediate past and future 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to some spatial and positional language <p>Shape</p> <ul style="list-style-type: none"> • Makes simple constructions 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Explores how things look from different viewpoints including things that are near or far away <p>Pattern</p> <ul style="list-style-type: none"> • Is interested in what happens next using the pattern of everyday routines <p>Measure</p> <ul style="list-style-type: none"> • Beginning to anticipate times of the day such as mealtimes or home time
Nursery F1 (3 - 4 yrs)	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! 	<p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction <p>Shape</p> <ul style="list-style-type: none"> • Responds to both informal language and common shape names 	<p>Counting</p> <ul style="list-style-type: none"> • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. <p>Shape</p>	<p>Spatial Awareness</p> <ul style="list-style-type: none"> • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Enjoys partitioning and combining shapes to make 	<p>Counting</p> <ul style="list-style-type: none"> • Uses some number names and number language within play, and may show fascination with large numbers

	<p>Measures</p> <ul style="list-style-type: none"> In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items 	<p>appropriate for the child's purpose</p> <p>Pattern</p> <ul style="list-style-type: none"> Creates their own spatial patterns showing some organisation or regularity 		<ul style="list-style-type: none"> Shows awareness of shape similarities and differences between objects <p>Pattern</p> <ul style="list-style-type: none"> Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<p>new shapes with 2D and 3D shapes</p> <p>Measure</p> <ul style="list-style-type: none"> Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> Begin to recognise numerals 0 to 10 <p>Shape</p> <ul style="list-style-type: none"> Attempts to create arches and enclosures when building, using trial and improvement to select Blocks <p>Pattern</p> <ul style="list-style-type: none"> Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)
<p>Reception F2 (4 – 5yrs)</p>	<p>Comparison</p> <ul style="list-style-type: none"> Estimates of numbers of things, showing understanding of relative size <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 5 (and beyond) and back from 5 to 0 confident at putting numerals in order 0 to 5 (ordinality) <p>Spatial Awareness</p> <ul style="list-style-type: none"> May enjoy making simple maps of familiar and imaginative environments, with landmarks 	<p>Pattern</p> <ul style="list-style-type: none"> Spots patterns in the environment, beginning to identify the pattern "rule" Increasingly Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat <p>Measures</p> <ul style="list-style-type: none"> Becomes familiar with measuring tools in everyday experiences and play Is increasingly able to order and sequence events using everyday language related to time 	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers To begin to recognise doubles and the construction of these <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 confident at putting numerals in order 0 to 10 (ordinality) <p>Spatial Awareness</p> <ul style="list-style-type: none"> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	<p>Shape</p> <ul style="list-style-type: none"> Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes 	<p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 20 (and beyond) and back from 20 to 0 confident at putting numerals in order 0 to 10 (ordinality) To recognise patterns associated with odd and even numbers <p>Shape</p> <ul style="list-style-type: none"> Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build <p>Spatial Awareness</p> <ul style="list-style-type: none"> Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) 	<p>Measures</p> <ul style="list-style-type: none"> Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Beginning to experience measuring time with timers and calendars <p>Comparison</p> <ul style="list-style-type: none"> To use greater than and less than language when comparing amounts of items.
<p>ELG</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>Statutory Educational Programme: Mathematics</p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics <i>including shape, space and measures</i>. 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.</p>					





Understanding the World

Past and Present

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. 					
Nursery (2 – 3 yrs)		<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets 		<ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird 		<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Is beginning to uses tenses but not always correctly e.g. I 'sleeped' in my own bed 	<ul style="list-style-type: none"> • Beginning to talk about a recent event e.g. I fell over when I was outside 	<ul style="list-style-type: none"> • Listens to others stories about past events 	<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> • Beginning to Wants to share information about past event 	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members 	<ul style="list-style-type: none"> • To talk about past and present experiences and traditions with events like Diwali, Hannukah and Christmas 	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members 	<ul style="list-style-type: none"> • To begin to explore events from the past through class stories, events and other resources. 	<ul style="list-style-type: none"> • To talk about people in the past and the role their lives have played on society 	<ul style="list-style-type: none"> • To be able to talk about similarities and differences between events in the past and our present through storytelling, events and books read.
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					




Understanding the World

People, Culture and Communities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. 					
Nursery (2 – 3 yrs)		<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets 		<ul style="list-style-type: none"> • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird 	<ul style="list-style-type: none"> • Beginning to have their own friends 	<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others
Nursery F1 (3 - 4 yrs)		<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them 		<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life indoors and outdoors 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines 	<ul style="list-style-type: none"> • 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
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines (Diwali) • To describe their new Reception environment. 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines (Christmas, Hannukah) • Knows that other children do not always enjoy the same things, and is sensitive to this • To identify and describe aspects of their local community from first hand experiences and other resources 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines (Chinese New Year) • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines (Ramadam and Eid) • Knows that other children do not always enjoy the same things, and is sensitive to this 	<ul style="list-style-type: none"> • Knows that other children do not always enjoy the same things, and is sensitive to this • To identify and describe aspects of their local community from first hand experiences and other resources 	<ul style="list-style-type: none"> • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					

Understanding the World

The Natural World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belongsi • Matches parts of objects that fit together, e.g. puts lid on teapot 					
Nursery (2 – 3 yrs)		<ul style="list-style-type: none"> • Notices detailed features of objects in their environment 		<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects 		<ul style="list-style-type: none"> • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> *engages with interest when shown items of natural interest by an adult 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world 	<ul style="list-style-type: none"> • Talks about why things happen and how things work 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> • Shows care and concern for living things and the environment 	<ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Talks about the features of their own immediate environment and how environments might vary from one another • Knows about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature (WoW - Autumn) • Talks about the features of their own immediate environment and how environments might vary from one another (Church visit) • Makes observations of animals and plants and explains why some things occur, and talks about changes (WoW - Autumn) • Knows about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature (WoW – Winter) • Makes observations of animals and plants and explains why some things occur, and talks about changes (WoW - Winter) 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature (WoW – Spring) • Makes observations of animals and plants and explains why some things occur, and talks about changes (WoW - Spring) 	<ul style="list-style-type: none"> • Talks about the features of their own immediate environment and how environments might vary from one another (Gardener visit) • Knows about similarities and differences in relation to places, objects, materials and living things 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature (WoW – Summer) • Makes observations of animals and plants and explains why some things occur, and talks about changes (WoW - Summer)
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					

Understanding the World

Technology (no ELG for this)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times • Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> • Is interested in the movement of toys that have moving parts 	<ul style="list-style-type: none"> • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some digital equipment 	<ul style="list-style-type: none"> • Plays with water to investigate “low technology” such as washing and cleaning 	<ul style="list-style-type: none"> • Is interested in exploring the properties of water and how it travels 	<ul style="list-style-type: none"> • Uses pipes, funnels and other tools to carry/ transport water from one place to another
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Shows an interest in making moving parts of a toy work 	<ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets 	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support 	<ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> • Knows that information can be retrieved from digital devices and the internet 	<ul style="list-style-type: none"> • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Uses ICT hardware to interact with age appropriate computer software 	<ul style="list-style-type: none"> • Uses ICT hardware to interact with age appropriate computer software 	<ul style="list-style-type: none"> • Completes a simple program on electronic devices 	<ul style="list-style-type: none"> • Can create content such as a video recording, stories, and/or draw a picture on screen 	<ul style="list-style-type: none"> • Develops digital literacy skills by being able to access, understand and interact with a range of technologies 	<ul style="list-style-type: none"> • Can use the internet with adult supervision to find and retrieve information of interest to them
ELG	No ELGs for this, however we feel there is a need to be aware of these objectives in Birth to 5 Matters					



Expressive Arts and Design

Creating with Materials

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> Notices and becomes interested in the transformative effect of their action on materials and resources 					
Nursery (2 – 3 yrs)	<ul style="list-style-type: none"> Is interested in exploring the available resources and materials 	<ul style="list-style-type: none"> Creates sounds by rubbing, shaking, tapping, striking or blowing 	<ul style="list-style-type: none"> Uses 3D and 2D structures to explore materials and/or to express ideas 	<ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours 	<ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects 	<ul style="list-style-type: none"> Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Uses available resources to create props or creates imaginary ones to support play
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 	<ul style="list-style-type: none"> Develops an understanding of how to create and use sounds intentionally 	<ul style="list-style-type: none"> Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces 	<ul style="list-style-type: none"> Continues to explore colour and how colours can be changed 	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience 	<ul style="list-style-type: none"> Uses tools for a purpose
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. 	<ul style="list-style-type: none"> Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth 	<ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects 	<ul style="list-style-type: none"> Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes 	<ul style="list-style-type: none"> Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping 	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. 					

Expressive Arts and Design

Being Imaginative and Expressive

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - Nursery	<ul style="list-style-type: none"> • Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals 					
Nursery (2 – 3 yrs)		<ul style="list-style-type: none"> • Joins in singing songs 	<ul style="list-style-type: none"> • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow • Creates sounds by rubbing, shaking, tapping, striking or blowing 	<ul style="list-style-type: none"> • Creates rhythmic sounds and movements 		<ul style="list-style-type: none"> • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music
Nursery F1 (3 - 4 yrs)	<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Experiments and creates movement in response to music, stories and ideas 	<ul style="list-style-type: none"> • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Plays alongside other children who are engaged in the same theme • Engages in imaginative play based on own ideas or first-hand or peer experiences. 	<ul style="list-style-type: none"> • Enjoys joining in with moving, dancing and ring Games • Creates sounds, movements, drawings to accompany stories 	<ul style="list-style-type: none"> • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 	<ul style="list-style-type: none"> • Sings to self and makes up simple songs 	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings the same theme • Uses available resources to create props or creates imaginary ones to support play
Reception F2 (4 – 5yrs)	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play • Sing counting songs, nursery rhymes, made up rhymes to embed routines 	<ul style="list-style-type: none"> • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative • Begins to build a collection of songs and dances • To perform a dance and sing songs in our nativity 	<ul style="list-style-type: none"> • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Sing counting songs, nursery rhymes 	<ul style="list-style-type: none"> • 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 • To create re-enactments of events, stories, events in our role play areas or outside stage 	<ul style="list-style-type: none"> • Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes 	<ul style="list-style-type: none"> • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. • To create re-enactments of events, stories, events in our role play areas or outside stage
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 					