

Warnham CE Primary School EYFS Progression Document



EYFS INTENT

At Warnham CE Primary school we know that a successful early education is key to success in life. We take this responsibility seriously and strive for excellence in all we do enabling our children to become loving and courageous citizens. Our creative and bespoke EYFS curriculum provides a platform for children to become strong communicators, active listeners, risk takers, creators, change makers, life-long readers, reflective thinkers and to be inquisitive learners.

Through strong pedagogy, positive relationships and enabling environments we aim to support the unique child allowing them to let their light shine. For each child we seek to develop skills of co-operation, perseverance, independence, motivation, curiosity and creativity.

We celebrate and welcome differences amongst ourselves, our community and the world and support children in their progress equally. Children with particular needs, including SEND, are supported appropriately by a knowledgeable, loving team enabling them to succeed.

Our EYFS Curriculum embraces the seven areas of learning and development, which all carry equal importance, within our holistic approach. The children's needs, interests and motivations are central to our curriculum. We are strongly committed to a play based responsive approach for our children which ensures high levels of engagement and autonomy alongside challenge and feedback. Woven through this is a constant drive to celebrate, investigate and play with language and words through books, singing, interactions and explicit teaching. Reading and books are at the centre of our curriculum and we aim to foster a love of story in all our children.

By the time the children move to Year 1 we aim for them all to have made significant progress from their starting points and to have developed the skills needed to be successful learners in Year 1 and beyond.

EYFS IMPLEMENTATION

The EYFS overarching principles are interlinked within the implementation of our EYFS curriculum. Our EYFS curriculum begins with the EYFS Educational Programmes, ensuring that we provide wide, varied and rich experiences for our unique children. In order to guide our progression, we make use of Development Matters and Birth to 5 Matters, together with knowledge of child development, within each of the seven areas of learning. We follow Song of Sounds as our chosen phonics programme.

Beginning in EYFS, children are presented with a wide range of opportunities and experiences including visits and visitors. Play is at the heart of our curriculum as we believe it is the natural and instinctive way that children learn and we therefore exploit this to develop an ethos of successful learning.

Specialised early years practitioners observe, support, guide and discuss children's play following Look, Listen, Note. We believe the art of the practitioner is to recognise where the child is at in their learning so that s/he does not remain in a 'safety zone' of known activities, schemas and areas of provision. Children are fully absorbed in the classroom's climate of learning; they demonstrate a deep commitment to activities they undertake and make links between past and present learning. Challenges and depth of thinking are pitched precisely by practitioners in order to guarantee learning is taking place and the constant practise and application of skills, concepts and knowledge takes place. Our environment, inside and out, is created to be organised, stimulating and irresistible to learning opportunities taking place. We provide a wide range of permanent areas of learning supporting the entire curriculum breadth. The planning process for these resources considers how areas and resources will naturally and automatically be used by children, allowing practitioners to observe children in their environment; assessing their interests, abilities and 'characteristics of effective learning' which in turn leads to quality interactions.

Enhancements are thoughtfully provided in order to guide and stimulate learning opportunities. Our children encounter daily phonics, reading and maths sessions in order to consolidate prior learning, make links in learning explicit and also to encounter new learning. Language and storying is embedded into every moment of our routines.

We recognise the importance and instinctual nature of observing children within our setting. Children receive instant feedback and adults use these interactions to craft next steps in learning. Practitioners work closely together to ensure the uniqueness of each

child is provided for amongst our environment and relationships. Parents are highly valued and recognised as the first educators of our children and we strive to develop strong relationships with parents in an approachable and informative manner.

Transition to Year 1 is a significant milestone for young children and one we aim to ensure is smooth and successful for each child. We ensure a careful, planned progression of routines and expectations throughout the children's first year of school prepares them for a solid start in Year 1.

Please see our Curriculum Document for details of our Curriculum content.

IMPACT

The impact of our rich, stimulating environment combined with skilful, committed practitioners enables the successful development of our children as unique learners. Our children develop the knowledge and skills they need to succeed in the next part of their learning journey complemented by being highly driven, confident learners who show perseverance, resilience and creativity. They are confident to talk to different people, demonstrating their achievements in conversation and through the application of rich vocabulary. Children are kind to themselves, peers, community and the world. Parents feel fully informed and important in their child's school life through daily interactions with practitioners, weekly information and updates at 'parent events' and written reports.

On entry to school, children complete the Reception Baseline Assessment. This is used to contribute to the analysis of impact of their wider education at our school leading to Year 6 outcomes.

We will be able to demonstrate the impact of our EYFS curriculum through the progress children make towards achieving the 17 early learning goals using teacher knowledge. Each of the 17 aspects of EYFS learning will be assessed according to teacher knowledge of the child and children will either be at an 'expected' or 'emerging' standard. Our ongoing observations, interactions and discussions will underpin an 'assessment for learning' cycle ensuring positive small step impact on the child's progress. The EYFS curriculum is not intended to be a checklist of items to achieve, instead it is a guide towards a destination underpinned by child development. Annual reporting of standards, both quantitative and qualitative, across the curriculum will be robustly analysed to ensure we continue to deliver high quality, effective early years practice.

Characteristics of effective learning

		Characteristics of effective learning				
		<i>Playing and exploring engagement</i>	<i>Active learning motivation</i>		<i>Critical thinking</i>	
A UNIQUE CHILD <i>Observing how a child is learning</i>	Finding out and exploring Engagement	Show curiosity about objects, events and people Use senses to explore the world around them Engage in open-ended activities Show particular interests	Being involved and concentrating	Maintaining focus on their activity for a period of time Showing high levels of energy and fascination Not easily distracted Paying attention to detail	Having their own ideas	Thinking of ideas Finding ways to solve problems Finding new ways to do things
	Using what they know in their play	Pretending objects are things from their experiences Representing their experiences in play Take on a role in their play Acting out experiences with other people	Keeping on trying	Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties	Making links	Making links and noticing patterns in their experiences Making predictions Testing their ideas Develop their ideas of grouping, sequencing and cause and effect
	Being willing to 'have a go'	Initiating activities Seeking challenge Taking a risk, engaging in new experiences and learning by trial and error	Enjoying achieving what they set out to do	Showing satisfaction in meeting their own goals Being proud of how they accomplished something - not just the end product Enjoying meeting challenges for their own sake rather than external rewards or praise	Choosing ways to do things	Planning and making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activity is going Changing strategy as needed Reviewing how well the approach went

Communication and Language

	September - February	February - May	May - July
Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times by listening carefully, retaining what has been heard and recalling key points.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Contributes relevant comments in discussions.</p> <p>Responds to a series of instructions and a range of questions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Joins in repeated refrains and anticipates key events/phrases.</p> <p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Can switch attention from one task to another.</p> <p>Follows complex instructions individually/in small groups.</p> <p>Respond to discussions with comments and questions.</p>	<p>Is able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage.</p> <p>May indicate two-channelled attention (listen and do)</p> <p>Able to follow directions/instructions given to a group.</p> <p>Shows understanding of prepositions.</p> <p>Beginning to understand how and why questions.</p> <p><u>ELG Listening Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Speaking	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses plurals and some tenses correctly. Asks questions to support their learning or understanding.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Use talk to support their imaginative play.</p> <p>Beginning to use more complex sentences.</p> <p>Able to use language in recalling past experiences.</p> <p>Questions why things happen.</p> <p>Beginning to use a range of tenses.</p> <p>Builds vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending objects stand for something else.</p>	<p>Uses intonation, rhythm and phrasing to make meaning clear.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Uses language to imagine and recreate roles.</p> <p>Introduces a storyline or narrative into their play.</p> <p><u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>ELG Speaking</u> 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.</p>
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Personal, Social and Emotional Development

	September - February	February - May	May - July
Self-Regulation	<p>Express their feelings and consider the feelings of others.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Can label and talk about own and others' emotions.</p> <p>Think about the perspectives of others.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play.</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions/words can hurt others' feelings.</p>	<p>Understands their own and other people's feelings, offering empathy and comfort.</p> <p>Talks about their own and others' feelings and behaviour and its consequences.</p> <p>Seeks support for "emotional refuelling".</p> <p><u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG Self-Regulation</u> 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>
Managing Self	<p>Show resilience and perseverance in the face of challenge.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs.</p> <p>More confident to tackle new challenges and with encouragement will keep going.</p>	<p>Communicate freely about own home and community.</p> <p>Show confidence in speaking to others about their own needs, wants, interests and opinions.</p>

	<p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for Forest School.</p> <p>Washes hands without reminders.</p>	<p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</p> <p>Is becoming aware of the similarities/differences between themselves and others.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things.</p> <p>Able to express their needs and ask for adult support.</p>	<p>Describe what they are good at and what they are getting better at.</p> <p>Have a clear idea of what they want to do in their play and how they want to go about it.</p> <p>Show confidence in choosing resources and perseverance in carrying out a chosen task.</p> <p><u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Building Relationships</p>	<p>Build constructive and respectful relationships.</p> <p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p>	<p>See themselves as a valuable individual. Talk about things they think they are good at or are proud of.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p>	<p>Represents and recreates what they have learnt from adult behaviours to guide play, social relationships and interactions.</p> <p>Increasingly more flexible and cooperative as they are more able to understand other people's needs, behaviours and wants.</p> <p>Increasingly socially skilled and will take steps to resolve conflicts with other children.</p>

	<p>Is able to identify when another child is upset and respond appropriately.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>Uses words to solve conflicts.</p> <p>Takes turns in group activities. Work and play cooperatively and take turns with others.</p> <p>Seeks out others to share experiences and play ideas.</p> <p>Uses adult behaviours to guide social relationships and interactions.</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join in others' play.</p>	<p><u>ELG Building Relationships</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Building Relationships</u> Form positive attachments to adults and friendships with peers.</p> <p><u>ELG Building Relationships</u> Show sensitivity to their own and to others' needs.</p>
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Physical Development

	September - February	February - May	May - July
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p> <p>Experiment with different ways of moving, testing ideas and adapting movements to reduce risk.</p> <p>Negotiates space successfully when playing racing/chasing games with other children.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Develop the 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.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing.</p> <p><u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fine Motor Skills</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p> <p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work.</p> <p>Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</p> <p>Has developed dexterity for threading small items and manipulating small objects.</p> <p>Shows a preference for a dominant hand.</p>	<p>Holds a pencil effectively, usually using tripod grip.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters independently.</p> <p><u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p><u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and Self Care</p>	<p>Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Further develop the skills they needs to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal; hygiene 	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian <p>No ELG relating to Health and Self-Care</p>

Literacy

	September - February	February - May	May - July
Word Reading	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Begin to read CVC words containing known letter- sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught tricky words.</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Begins to link sounds to some frequently used digraphs <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Show awareness of rhyme and alliteration Clap or tap syllables in spoken words Read single sounds Write single sounds Read digraphs Write digraphs Read tricky words Write tricky words <p>Begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and sentences</p> <p><u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Comprehension	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Knows that print carries meaning.</p> <p>Handles books and touch screen technology carefully and with growing competence.</p> <p>Begins to navigate apps and websites on digital media using drop down menus.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>Enjoys an increasing range of print and digital books, both fiction and non fiction.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences and reading.</p> <p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Is able to recall and discuss stories or information that has been read to them or that they have read themselves.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate - where appropriate - key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	Writing	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences.</p> <p>Gives meaning to their drawings and paintings.</p>

<p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</p> <p>Write own name.</p> <p><u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Includes mark making and early writing in their play.</p> <p>Writes a letter in response to a sound.</p> <p>Writes cvc words and labels using taught sounds.</p> <p>Spells some high frequency tricky words.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Breaks the flow of speech into words.</p> <p>Uses developing phonic knowledge by linking sounds to letters.</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, sometimes using a capital letter and a full stop.</p> <p>Reads sentences back to an adult.</p> <p><u>ELG Writing</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
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Mathematics

	September - February	February - May	May - July
Number	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p> <p>Tags each item saying a number for each item.</p> <p>Begins to recognise numerals 0-10.</p> <p>Links numerals with amounts up to 5.</p>	<p>Look at small quantities in familiar patterns - for example a dice - and random arrangements, saying how many they can see.</p> <p>Explore the composition of numbers to 10.</p> <p>Links numerals with amounts up to 5.</p> <p>Orders numbers 0-10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p> <p>One more/one less to 10.</p>	<p>Automatically recall number bonds for numbers 0-5/0-10.</p> <p>Uses number names and symbols when comparing numbers.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Shows an awareness that numbers are composed of smaller numbers.</p> <p>Begins to explore and work out mathematical problems.</p> <p><u>ELG Number</u> Have a deep understanding of number 10, including the composition of each number.</p> <p><u>ELG Number</u> Subitise (recognise quantities without counting) up to 5.</p> <p><u>ELG Number</u> Automatically recall - without reference to rhymes, counting or other aids - number bonds up to 5. Recall some number bonds to 10, including doubling facts.</p>

Numerical Patterns	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</p> <p>Become familiar with two digit numbers and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p> <p>Recognises patterns within number.</p> <p>Recalls some double facts to 10.</p> <p>Explore the composition of numbers to 10.</p>	<p>Count in twos and tens.</p> <p>Know and explore odd and even numbers.</p> <p>Shows an awareness that numbers are composed of smaller numbers.</p> <p>Begins to explore and work out mathematical problems.</p> <p><u>ELG Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>ELG Numerical Patterns</u> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p><u>ELG Numerical Patterns</u> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape.</p>	<p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p> <p>Uses mathematical language to compare and talk about shape and size.</p> <p>Chooses items based on their shape and can explain why using appropriate vocabulary.</p> <p>Responds to both formal and informal language and common shape names.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Uses own ideas to make models of increasing complexity, solving problems and visualising what they will build.</p> <p>No ELG relating to Shape and Space</p>

Understanding the World

	September - February	February - May	May - July
Past and Present	<p>Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about significant historical events and how things were different in the past.</p> <p>Shows interests in the lives of people who are familiar to them.</p>	<p>Talks about past and present events in their own life and the lives of their family members.</p> <p><u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
People, Culture and Communities	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places. Looks at, and makes maps, of local environment.</p>	<p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>ELG People, Culture and Communities</u> 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.</p> <p><u>ELG People, Culture and Communities</u></p>

	<p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</p> <p>Joins in with family customs and routines.</p>	<p>Describes a journey within the local environment.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
<p>The Natural World</p>	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Develop an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Begins to understand the effect their behaviour can have on the environment.</p> <p>Make observations of animals and plants and explains why some things occur.</p> <p><u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>ELG The Natural World</u> 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.</p> <p><u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Expressive Arts and Design

	September - February	February - May	May - July
Creating with Materials	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Explores colour and how colour can be changed.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>Develops an understanding of using lines to enclose a space and begins to use drawings to represent actions and objects based on imagination, observation and experience.</p> <p>Uses tools for a purpose.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p>	<p>Develops their own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.</p> <p>Expresses and communicates working theories, feelings and understanding using a range of art forms.</p> <p><u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG Creating with Materials</u> Share their creations, explaining the process they have used.</p> <p><u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.</p>
Being Imaginative and Expressive	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Plays alongside others to develop storylines in role play or small world. Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p> <p>Plays a range of percussion instruments.</p> <p>Uses instruments to compose own music.</p>	<p>Creates representations of both imaginary and real life ideas, events and people.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p><u>ELG Being Imaginative and Expressive</u></p>

	<p>Sings to self and makes up simple songs.</p> <p>Engages in imaginative play based on first hand experience.</p>	<p>Along with others, collects resources to develop own role play storylines.</p> <p>Creates sounds, movements, drawings to accompany stories.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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