

As stated in Development Matters, the Early Years curriculum should not be designed to be used as a tick list for development and instead is designed to help make informed decisions about what a child needs to learn and to be able to do next and where they are in their learning journey/development. This document has been designed to support both planning and assessment as a 'best fit' model when looking at children as individuals and what, as a trust, we feel are the steps needed to build strong foundations for successful progress. Each school will have their own wider demographics that will need to be taken into consideration, as well as their own schemes of work, for example, their phonics scheme.

Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Listening	• Listens to others in one-to-one or small groups when conversation interests them. • Shows sustained attention when listening to rhymes, songs and stories and begins to recall key phrases. • Begins to shift attention when required. • Turns their attention when needed, for example if their name is called.	• Maintains attention for short periods of time in new situations (e.g. during assembly times) as well as familiar ones. • Can stay with a self-selected task for longer periods of time. • Knows how to listen carefully e.g., look at the speaker, think about what they are saying.	• Listens attentively in a range of situations. • Maintains focused attention, concentrating and sitting quietly for short periods of time in the classroom. • Stays with an activity that has been set by an adult, not just a self-chosen task. • Listens to peers when engaging in play.	• Listens to and understands instructions about what they are doing, whilst busy with another task. • Keeps play going in response to the ideas of others and engages in conversation relevant to play theme.	• Asks and answers 'what', 'when', 'where', 'how' questions relevant to what they are doing at that moment. • Makes relevant comments, actions, and questions in response to what they hear.	• Listens attentively and respond to what they hear with relevant questions, comments, and actions. • Attends to others in play, plays co-operatively with others and can pretend to be someone else talking. • Engages in back-and-forth exchanges with both peer and adults.

Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Understanding	• Can recall events from a familiar story. • Is beginning to understand how and why questions. • Follows a two-part instruction (eg please put your bottle away and get	• Makes relevant comments when listening to stories and can answer a why question based upon what has been read. • Links events in a story to their own experiences.	• Begins to ask questions to check they understand what they have heard. • Responds appropriately and makes relevant comments about what they have heard.	• Asks questions to find out more details, showing an interest in a particular topic. • Listens and responds to ideas expressed by others in conversation discussion or during play.	• Asks questions more regularly to clarify understanding. • Uses new vocabulary and knowledge from non-fiction books in conversation and in play. • Shows understanding of 'how', 'why' and 'where' questions.	• Understands questions such as who, why, when, where and how. • Understands that words can be put into groups or categories and gives examples from each category, such as animals, vehicles, food etc.

						• Uses words correctly to demonstrate understanding.
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Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Speaking	• Uses short simple sentences of 4-6 words to communicate, sometimes using conjunctions. • Uses talk to organise themselves and their play. • Begins to talk about things that	• Uses intonation to make meaning clear to others. • Starts a conversation with peers and a familiar adult, continuing for many turns. • Retells a past simple event	• Uses language to imagine and recreate roles and experiences in play situations. • Begins to demonstrate the use of past tense verbs such as ran or fell, with some accuracy.	• Uses well-formed sentences to share their thoughts and ideas. • Uses talk to clarify thinking, connect ideas and share thinking with others.	• Introduces a storyline or narrative into their play using learnt vocabulary. • Speaks clearly in well-formed sentences with some detail. • Uses new vocabulary in	• Uses past, present, and future tenses when in conversation with peers and adults. • Uses conjunctions to extend and articulate their ideas, join phrases with

	are of particular importance to them.	e.g., how they fell over. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Orally composes a sentence and holds it in memory to share with others.	• Recounts events that have happened in detail. • Begins to independently use simple conjunctions in talk to link thoughts such as 'and' and 'because' • Talks more extensively about things that are of particular importance to them.	• Retells and/or creates their own stories for a teacher to scribe. • Uses simple conjunctions such as 'and' and 'because' with increasing confidence. • Uses talk to help solve problems and organise thinking and activities.	different contexts. • Demonstrates the use of past tense verbs such as ran or fell with increasing confidence and begins to use future tense within oral sentences such as 'I will play outside'.	words such as 'if', 'so', 'because'. • Offers explanations, using new vocabulary, during 1:1, small group, and whole class discussions.
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	<u>ELG: Listening and Understanding</u> Children at the expected level of development will: 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. <u>ELG: Speaking</u> Children at the expected level of development will: 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					
Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Personal, Social, Emotional development Self-regulation	- Shows an awareness of their own feelings and talks about a wider range of feelings. - Knows who to seek support from and begins to explore different ways to manage their emotions. - Understands why rules are important and begins to follow them accordingly.	- Can show concern for others and can show awareness of how their actions may impact on others. - Begins to express their feelings and consider the perspective of others.	- Attempts to repair a relationship or situation with support. - Can show pride in achievements by showing their work to others. - Explores and uses a range of learnt strategies to manage big emotions. - Can identify how they are feelings in line with school's behaviour systems.	- Seeks support and practical help in new or challenging situations. - Can make choices in play and communicate what they need. - Names people in school they can turn to if they need help or are worried. - With support, listens to the feelings of others and acts accordingly.	- Is aware of behavioural expectations and to ideas of justice and fairness. - Will initiate an apology where appropriate. - Shows an awareness that other people respond and think differently to them. - Can follow instructions, requests, and ideas in a range of situations.	- Seeks ways to manage conflict, eg through sharing, negotiation and compromise. - With increasing independence, finds strategies to successfully manage big emotions. - Can consider the perspective of others. - Can set and work towards a simple goal.
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Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social, Emotional development Building relationships	- Starts to build constructive and respectful relationships. - Engages in positive interactions with adults and peers. - Plays collaboratively with one or more children, sometimes initiating play. - Is becoming more able to leave main carers in new situations with support from a familiar adult.	- Develops a particular friendship with other children, which help them understand different points of view and to challenge their own and others' thinking. - Continues to build constructive and respectful relationships with others.	- Is increasingly flexible and cooperative as they are more able to understand other peoples' needs, wants and behaviours. - Seeks familiar adults and peers to share interests with and ask for help.	- Is increasingly socially skilled and will take some steps to resolve conflicts with others by negotiating and finding a compromise; either by themselves or with support. - Can keep play going by cooperating, listening, speaking, and explaining. - Uses language to negotiate,	- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. - Begins to respect a different point of view and finds ways to work together in collaboration.	- Is proactive in seeking adult support and able to articulate their wants and needs. - Can resolve conflict and is able to compromise. - Takes responsibility for their own actions.

				play and organise.		
Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social, Emotional development Managing Self	- Adapts themselves to suit different environments and social situations. - Knows what they like and dislike. - Shows an awareness of rules and behavioural expectations within the	- Is more aware of their relationship to particular social groups and sensitive to prejudice and discrimination. - With some support, can get dressed and undressed for PE sessions.	- Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. - Independently manages and communicates their own needs, including	- Can describe what they can do well and are getting better at, describing themselves in positive but realistic terms. - Can explain right from wrong and try to behave accordingly.	- Has a clear idea about what they want to do in their play and how they want to go about it. - Can talk about their own abilities positively. - Is confident to try new activities and	- Talks about self, abilities and interests in positive terms. - Can seek out a challenge and enjoy the process. - Understands what it means to keep healthy, has knowledge of

	classroom and takes on some responsibility • Manages their own personal hygiene such as going to the toilet. • Shows some independence when putting on coats, shoes, wellies etc. • With support, can make healthy choices and beginning to understand why they are important.	• Can independently choose an area they would like to play in or resources they would like to use. • Shows an awareness of right and wrong.	eating, drinking, accessing snack, going to the toilet, and knowing when to rest. • Can talk about healthy and unhealthy foods and understand the importance of healthy food choices. • Knows what behaviour constitutes right and wrong. • Begins to show persistence when faced with	• Independently gets dressed and undressed for PE sessions. • Shows some resilience and perseverance when faced with challenges. • Knows it is important to work together, to look after our classroom resources and our school grounds. • Can reflect on the work of others and self-evaluate	say why they like things more than others. • Shows resilience and perseverance in the face of challenges. • Follows instructions with multiple components.	food groups, and knows exercise keeps the body healthy. • Can take account of the ideas of others about how to organise an activity.
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			challenges.	their own work.		
	<u>ELG: Self-regulation</u> Children at the expected level of development will: 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. <u>ELG: Building Relationships</u> Children at the expected level of development will: 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. <u>ELG: Managing Self</u> Children at the expected level of development will:					

	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
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Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Gross Motor	Chooses to move in a range of ways, moving freely and with confidence making	Experiments with different ways of moving, testing out ideas and adapting movements	Jumps off an object and lands appropriately using hands, arms and body to stabilise and	Negotiates space successfully when playing racing and chasing games with other	Travels with confidence and skill around, under, over and through balancing and climbing	Shows increasing control over an object in pushing, patting, throwing, catching, or

	changes to body shape, position and pace of movement such as slithering, shuffling, rolling, walking, hopping, jumping etc. • Can sit showing some core strength when needed. • Can understand and choose how to move across different objects/ terrains.	to reduce risk. • Sits on the carpet, or in a chair, showing more refined core strength for short periods of time. • Uses rotated shoulder movements to manipulate large play resources or writing materials. • Explores a range of large and small apparatus both indoors and	balance. • Shows more control by refining different ways to move. • Sits on the carpet, or in a chair, showing more refined core strength for longer periods of time. • Uses rotated shoulder and elbow movements to manipulate resources in play. • Begins to	children, adjusting speed or changing direction to avoid obstacles. • Confidently uses a range of shoulder, elbow and wrist movements in play to support writing. • Further develops and refines a range of ball skills with increasing control. • Has a good core posture for sitting at	equipment. • Develops precision, and accuracy when engaging in activities that involve a ball. • Rides equipment with wheels with increasing coordination and balance.	kicking it. • Energetically negotiates space and control when travelling on equipment with wheels. • Demonstrates strength and balance when playing.
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	• Climbs up and down stairs using alternate feet. • Has an awareness of their body in space. • Can run safely on whole foot.	outdoors. • Develops confidence when engaging in activities that involve a ball.	develop a range of ball skills such as kicking, passing, batting and aiming. • Develops competence when engaging in activities that involve a ball.	a table or on the floor. • Confidently and safely uses a range of large and small apparatus indoors and outdoors, alone and in a group.		
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Area Of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Fine motor	• Uses simple tools to effect changes to materials, such as paint	• Handles tools, objects, construction, and malleable materials	• Begins to form recognisable letters independently usually with a tripod grip emerging. • Can use scissors to	• Forms more recognisable letters independently • Uses scissors to cut more	• Develops the foundations of a handwriting style using, nearly	• Uses a pencil and holds it effectively to form recognisable lower-case letters and

	brushes, pencils for drawing. • Begins to show a preference for a dominant hand. • Begins to attempt zips with support. • Makes snips in paper with scissors. • Begins to use anti-clockwise movement and retrace vertical lines.	safely and with increasing control and intention. • Shows a preference for a dominant hand. • Begins to form recognisable letters after adult modelling. • Develops scissor hold and can snip paper, moving forward and can cut a curved line. • Makes marks	cut a range of shapes. • Can use cutlery effectively.	precise and complex shapes and patterns.	always, a tripod grip.	some upper-case letters, most of which are accurately formed. • Uses a range of tools with accuracy and precision.
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	Holds cutlery in preparation for effective use.	in different directions and multiple directions such as x.				
<u>ELG: Gross Motor Skills</u> Children at the expected level of development will: 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. <u>ELG: Fine Motor Skills</u> Children at the expected level of development will: 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.						

Area of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Comprehension	Can recall information from stories	Anticipates – where appropriate	Play is influenced by a range of	Retells a story, joining in with repeated	Demonstrates understanding of what has been	Play influenced by the experience of

	they have listened to and engage in conversations about the story. • Can discuss characters from stories and make predictions about what might happen next • Sequences a story using visual aids or story maps. • Begins to retell stories.	e – key events in stories • Uses recently introduced vocabulary. • Makes inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them.	stories. • Expresses preference for a book, poem, song or rhyme from a selection. • Makes a simple prediction based on a picture or text that has been read to them. • Shows understanding of new vocabulary. • Understands the different parts of a book, e.g. cover, title, author, illustrator, blurb, page numbers.	refrains, in the correct sequence. • Draws upon language patterns of stories. • Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Predicts an ending to an unfamiliar story. • Is able to talk about books that they have	read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Has some favourite books and is able to talk about them. • Correctly sequences a story or event using pictures or captions. • Makes simple, plausible suggestions for what will happen next for a book they are reading.	books – act out stories through role-play activities, using simple props such as hats, masks, clothes etc., and use appropriate vocabulary. • Innovate a known story. • Recall the main points in texts in the correct sequence, using their own words, and using new vocabulary. • When prompted, says whether they liked or disliked a book and gives a simple
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				read, giving a simple opinion, when prompted. • Recognises repetition of words or phrases in a short passage of text. • Innovates a well-known story with support.	• Knows the difference between different types of text (fiction, non-fiction, poetry). • Makes inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted. • Play is influenced by books they have read, e.g. acting out a story, event	justification or relevant comment. • With prompting, sometimes shows understanding of less familiar words and phrases in a story that is read aloud to them.
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					and/ or pretending to be a specific character from a book.	
Literacy Word Reading	- Can recognise their own name and begin to recognise familiar letters. - Knows that print is read	- Reads all individual letters by saying the sounds for them. - Begins to read the sounds speedily.	- Reads the single sounds speedily. - Blends sounds into words, so that they can read short words made up of known letter-sound	- Reads some letter groups that each represents one sound and says sounds for them, e.g. 'sh', 'th', 'll'. - Reads simple phrases and	- Reads simple sentences and books that are consistent with their increasing phonics knowledge - Reads single sounds and some letter	- Reads aloud simple sentences and books that are consistent with their phonic knowledge. - Can read phonetically regular words

	from left to right in books and words carry meaning. - Recognises print in the environment. - Begins to read individual letters by saying the sounds for them. - Begins to learn to blend sounds into words, e.g. h-a-t > hat.	Can orally blend sounds into words, e.g. d-o-g > dog, ch-a-t > chat.	correspondence s. Begins to read some common exception words, e.g. 'l', 'to' and/or 'the'.	sentences made up of words with known letter-sound correspondences and a few exception words. Reads books that are consistent with their increasing phonics knowledge.	groups that represent one sound with increasing speed, confidence and accuracy, e.g. ff, ss, ck, sh. Begins to read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	with more than one syllable, e.g. 'comic', 'robin'. - Can read all single sounds and at least 10 digraphs, e.g. ss, ff, ck, qu, ay etc. - Can read a few common exception words, e.g. the, to, said.
Literacy Writing	Is aware that writing communicates meaning.	Hears and records learnt initial and	Spells words by identifying the sounds and then writing	Begins to use phonic knowledge to write for a	Includes correctly formed digraphs in	Writes simple phrases and sentences with words that

	- Understand s that thoughts can be written down. - Writes their name, copying it from a name card, or tries to write it from memory. - Uses some of their print and letter knowledge in their early writing. - Write some letters accurately.	- Knows there is a sound/symbol relationship. - Writes letters in strings, sometimes in clusters like words. - Forms some lower-case letters correctly.	- the sound with letter/s. - Begins to write CVC words independently. - Writes recognisable letters, most of which are correctly formed. - Uses learnt sound knowledge for writing in play. - Can add labels to drawings.	- purpose, e.g., lists or instructions. - Can write a caption, beginning to leave finger spaces between words. - Begins to write a simple phrase or sentence, sometimes using a capital letter or full stop. - Can write some common exception words. - Can write a dictated sentence, including only taught sound-	- writing. - Can write a simple sentence that can be read by others. - Can form most or all lower-case letters correctly. - Begins to form some uppercase letters correctly. - Includes some common exception words within their writing. - Shows more independence in forming a sentence and	- include known sound-letter correspondences independently using a capital letter and full stop with less support. - Most letters are formed correctly. - Re-reads what they have written to check that it makes sense.
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				letter correspondence s.	recalling word order.	
	<u>ELG: Comprehension</u> Children at the expected level of development will: 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. <u>ELG: Word Reading</u> Children at the expected level of development will: 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. <u>ELG: Writing</u> Children at the expected level of development will: 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.

Area of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Number	Subitise to 3, both with familiar patterns (for example, dice) and random arrangements. Show finger numbers up to 3. Can represent a quantity using a set of	Subitise to at least 4, instantly recognising without counting how many they can see in both familiar and random arrangements. Begin to subitise conceptually, E.g. "3 here and 3 there, so there must be 6".	Subitise for groups of up to 4 or 5 including when arranged in five frames and ten frames. Can subitise within a larger amount, e.g. "I can see 4 here and 3 there, so there must be 7".	Subitise for groups of up to 4 or 5. Represent numbers 6-10 in a multitude of ways including concrete and pictorial representations. Link numerals and amounts, e.g. showing the right number of	Subitise (recognising quantities without counting) up to 5. Begin to link numerals and amounts beyond 10. Automatically recall (without reference to rhymes, counting or other aids) number	Automatically recall number bonds to 5 and some to 10, including double facts. Have a deep understanding of the composition of numbers to 10, including the composition of each number.

	objects or mark making (up to 3). Link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to at least 3. Solve real world mathematical problems with numbers to 3. Can sort, match and compare objects and amounts	Link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5. Automatically recall number bonds for numbers 0–3 Represent numbers 1–5 in a multitude of ways including concrete and pictorial. Begin to record quantities, e.g. scores in games, using e.g. tallies, dots and using numeral cards. Solve real world mathematical problems with numbers to 5 using fingers, objects and marks. Experiment with their own symbols and	Show most finger numbers ‘all at once’. Link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to at least 8. Recognising 0 and use 0 to compare with other numbers. Knows the composition of some numbers 1–5 to include addition and subtraction.	objects to match the numeral to at least 10. Know number bonds up to 5 with automatic recall, including double facts. Show finger numbers ‘all at once’.	bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Have a deep understanding of numbers to 10, including the composition of each number.	Recall numerals 0–10 and become more confident in identifying numerals. Begin to form numerals 0–10 correctly, e.g. using number rhymes to support this: For example, “Around the tree, around the tree, that’s the way to make a three”.
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		marks as well as numerals. E.g. Recording how many balls they managed to throw in the hoop.				
Maths Numerical Patterns	Recite numbers to at least 5. Count objects, actions and sounds. Count using 1:1 correspondence. Say one number for each item in order: 1,2,3,4,5. Link the number symbol (numeral) with its cardinal number value to 3, e.g. "1, 2, 3 – 3 cars". Extend and create ABAB patterns: e.g. stick-leaf-stick-leaf.	Recite numbers to at least 10. Explore the composition of numbers to 5. Link the number symbol (numeral) with its cardinal number value to 5. E.g. "...3, 4, 5 – 5 balls". Understand the 'one more than/one less than' relationship between consecutive numbers up to 5. Copy and create repeating patterns: e.g. AB, ABB, ABC and ABBC.	Recite numbers beyond 10. Comparing numbers or quantities showing increasing understanding of the vocabulary: more than, less than, fewer, the same as, equal to. Link the number symbol (numeral) with its cardinal number value to 8, e.g. "6, 7, 8 – 8 cars". Understand the 'one more than/one less than' relationship between consecutive numbers beyond 5. Make pairs.	Recite numbers to 20. Link the number symbol (numeral) with its cardinal number value to 10. Understand the 'one more than/one less than' relationship between consecutive numbers, e.g. in stories, rhymes and songs when one is added or taken away. 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	Verbally count beyond 20 recognising the pattern of the counting system. Understand the 'one more than/one less than' relationship between consecutive numbers to 10. 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.	Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10 and beyond. Consolidate skills of doubling, sharing and grouping, and identifying odd and even numbers. Link the number symbol (numeral) with its cardinal number value beyond 10. Solve real world mathematical problems with numbers to 10, using

			Notice and correct an error in a repeating pattern, e.g. ABAB, ABC etc.	numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Continue, copy and create repeating patterns with increasing independence, noticing, and correcting when there is an error.		fingers, objects and marks. Talk to adults and peers about what they notice and explain their thinking. Continue, copy and create a widening range of repeating patterns and symmetrical constructions.
Maths Shape, Space and Measure	Compare size, mass and capacity. Can compare quantities using language: 'more than' and 'fewer than'. Discuss routes and locations, using words like 'in front of' and 'behind'. Make simple patterns.	Is increasingly able to order and sequence events using everyday language related to time. Begin to talk about a range of 2D shapes – circles, triangles, squares and rectangles and their features, e.g. using informal and mathematical	Becomes familiar with measuring tools in everyday experiences and play. Compare length and height, weight (mass) and capacity using comparative language 'than'. Continue to order and sequence important times in their day and	Build using 3D shapes. Talk about 3D shapes using names, e.g. cuboids and discussing similarities and differences between 3D shapes.	Select and rotate shapes to fill a given space. Use positional language to solve real world mathematical problems, e.g. under, up, down, besides, between. Match arrangements of shapes and describe their position	Select, rotate and manipulate shapes to develop spatial reasoning skills. Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square.

		language: sides, corners, straight, flat, round. Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Begin to use positional language, e.g. under, up, down, besides, between. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	use language related to time to describe when key events happen.		in relation to other shapes. Compose and decompose shapes to combine and separate to make new shapes.	Find 2D shapes within 3D shapes, e.g. through printing or shadow play. Copy increasingly complex 2D pictures and patterns with 3D resources. Use positional language to describe where items are in relation to others.
	<u>ELG: Number</u> Children at the expected level of development will: 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 <u>ELG: Numerical Patterns</u>					

	Children at the expected level of development will: 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.
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Area of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Past and Present	Begin to make sense of their own life-story and family's history, e.g. through photos, memories and discussion. Comment on images of familiar situations in the past: e.g. similarities and differences between homes, toys and / or transport now and in the past. Shows some awareness of time of	Identify and visually represent their own day on a simple timeline. Can use words to sequence e.g. first, next, at the end of the day. Begin to name days of the week and seasons. Find out about key historical events and begin to understand why and how we celebrate today, e.g.,	Shows an awareness of morning, afternoon, dinner time and evening. Know the names of some days of the week. Comment on images of familiar situations in the past. E.g. Looking at similarities and differences between homes, schools and transport.	Talk about and understand changes in their own lifetime using present and past tense. Know the names of some seasons of the year. Understands that there are special dates and times that repeat every year: e.g. Christmas, Easter.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past through e.g. texts, images and oral stories. Know some similarities and differences between	Can sequence key memories that have happened in their lives. Begin to organise events using basic chronology, recognising that things happened before they were born. Recount an event, orally, pictorially and/or with captions.

	day, e.g. dinner time or bedtime.	Remembrance Day and Bonfire Night.	Begin to ask questions and use a variety of different sources with adult support to find answers to questions about the past.		things in the past and now, drawing on their experiences and what has been read in class. Talk about the lives of the people around them and their roles in society.	Name and describe people who are familiar to them within their community e.g., police officers, fire service, doctors, dentists etc.
Understanding the World People, Culture and Communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Know what type of home they live in, e.g. flat, house. Can talk about their home, e.g. what it looks like, its name or number. Can comment on what they notice when looking at an aerial view of the school	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Can comment on a wide range of celebrations such as Diwali, Bonfire Night, Thanksgiving, Christmas, New Year etc	Identify some similarities and differences between life in this country and life in other countries, drawing on their own experiences. Make comments when discussing as a class similarities and differences between different religious and cultural communities in this country. Can comment on a wide range of celebrations such as Shrove Tuesday and Chinese New Year.	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 Draw information from a simple map linked to identifiable features of their local environment. Recognise ways to grow and produce food, compare and contrast life in this	Name specific features, both natural and made by people in their immediate environment. Name specific features of the world. Ask questions to find out more about similarities and differences between life in this country and life in other countries. Explain some similarities and differences between life in this country and life in other countries,	Share their knowledge about similarities and differences between cultural and religious communities in this country. Explain some similarities and differences between life in this country and life in other countries. Can recognise, name and describe different religious places.

	setting, e.g. recognising buildings, open space, roads and other simple features. Can draw information from a simple map. Can describe their immediate environment through observation, maps and discussion. Identify places that are special to me. Developing positive attitudes about similarities and differences between themselves and people around them.	Begin to recognise some similarities and differences between life in this country and life in other countries. Identify where we live and recognise the map of the UK.	Begin to investigate maps. Can describe their immediate environment through observation, maps and discussion. Can name the road and or village/town/city the school is located in. Draw a simple map of their immediate environment and / or maps from imaginary story settings they are familiar with.	country and life in other countries. Can comment on a wide range of celebrations such as Easter.	e.g. how they travel to school, what they eat and where they live. Create their own maps using symbols and a title, e.g. treasure map. Can recognise, name and describe a feature of a familiar place of worship.	
Understanding the World The Natural World	Explore the natural world around them. Developing curiosity in outdoor exploration, using their senses during hands-on experiences.	Notice and talk about the change of season –autumn to winter and how animals behave differently as the seasons change.	Name some common materials, e.g. sand, wood, glass, fabric. Explore how things work and talk about ‘contact’ forces such as pushes and pulls.	Use language to describe common features of materials, e.g. colour, texture and size. Describe what they see, hear, feel whilst	Understand the effect of changing seasons on the natural world around them. Talk about how different	Choose how to classify objects according to their properties. Can describe seasonal weather patterns.

	Explore collections of different materials with similar and / or different properties, e.g. bark, leaves and seeds, rocks, shells and pebbles. Comment on the natural world around them when going on nature walks. Talk about what they see, using a wide vocabulary. Can name some plants and animals correctly. Name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy. Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards.	Can describe how the seasons can affect the natural world and how things grow, e.g. acorns and conkers are found in autumn. Talk about how the weather changes. Note and record the weather with support, being able to name different types of weather. Describe what they see, hear and feel whilst outside by features such as colour, e.g., autumnal leaves, or size e.g., tall trees, big clouds. Make observations of and offer explanations for changing states of matter – freezing. Can use simple language to describe plants and animals.	Can talk about the clothing needed for different seasons/weather and why. Can name and order the four seasons. Can describe how the seasons can affect the natural world and how things grow, e.g. blossom and bulbs.	exploring inside and outside. Name some plants and animals children are likely to see. Can use the correct scientific vocabulary to describe parts of plants and animals. Understand the need to respect and care for the natural environment and all living things.	places/countries have different weather. Understand that some environments are different from the one in which they live. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter, e.g. when cooking and/or melting (e.g. ice). Can understand the key features of the lifecycle of a plant and an animal: e.g. bean,	Can make close observations of plants and animals in the natural world, making observations and drawing pictures of animals and plants. Can make comparisons and identify similarities and differences about animals/plants.
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					sunflower, butterfly, chick or frog. Can talk about what plants need to survive and grow healthily. After close observation, can draw pictures of the natural world, including plants and animals.	

Area of Learning	Baseline	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Readiness for NC
Expressive Arts and Design Creating with Materials	Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Give meanings to their drawings. Begin to explore and use a variety of artistic effects to express their ideas and feelings.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings – happiness, sadness, fear etc. Explore colour and colour mixing, e.g. “How does blue become green?” Represent familiar objects, e.g. family, themselves, animals through independent	Refine colour mixing techniques, enabling them to match the colours they see and want to represent. Explore a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas, and developing their ability to represent them.	Share their creations, explaining the process they have used. Choose particular colours to paint pictures, e.g. green for a tree. Develop their skills using a range of tools, materials, and techniques for drawing, painting, printing, and collage. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Use a variety of tools safely and with precision. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Print independently to create a picture or pattern. Can draw an observational drawing of a plant or animal. Share their creations,	Explain reasons for using tools and materials safely. Model learnt skills and techniques of a range of artistic effects. Use talk to explain their creations, the process used to make it and opinions following feedback. Join different materials, using resources such as hammers and nails, glue guns, paper clips and fasteners.	

	Begin to explore colour and colour mixing.	drawing, painting, playdough. Develop their own ideas and then decide which materials to use to express them. Manipulating resources e.g. folding, tearing, scrunching and rolling.	Create collaboratively, sharing ideas, resources, and skills. Begin to use different techniques for joining materials, e.g. using adhesive tape and different sorts of glue. Use a range of materials and tools and begin to use these with care and precision.	Participate in collaborative creation, sharing ideas and listening and responding to feedback. Use a range of materials and tools with increasing independence, care and precision. Join different materials freely, developing their own ideas and knowing what they want to make. Explore different textures Use drawing and painting to represent ideas like movement or loud noises.	explaining the process they have used. Discuss problems and how they might be solved as they arise. Can respond to what they have seen and how it makes them feel when introduced to the work of artists across times and cultures. Make use of props and materials when role playing characters in narratives and stories.	Reflect on how they have achieved their aims.	
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Expressive Arts and Design Being Imaginative and Expressive	Listen to and show interest in music.	Sing familiar songs and rhymes in a group or on their own.	Move to and talk about music.	Sing a range of familiar rhymes and songs.	Watch and talk about dance and performance art, expressing their feelings and responses, e.g. watching a live performance.	Perform a song, rhymes and poem on their own and with others.	
	Join in and sing familiar nursery rhymes and songs with adults.	Learn to recite, then perform a poem with others.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listens attentively, moves to and talks about music, expressing their feelings and responses.	Learn, then perform a traditional dance from around the world with others.	Watch and talk about dance and performance art, expressing their feelings and ideas.	
	Show particular interest in playing imaginatively within their learning environment.	Explores the different sounds instruments / items make. Begin to name some of these, e.g. maraca, triangle etc.	Plays instruments with increasing control to express their feelings and ideas.	Keep a steady beat, e.g. tapping knees whilst signing or dancing.	Move in time to music.	Express their opinion on music and performance.	
	Constructs imaginative small worlds with a range of resources, e.g. using bricks and animals to make a zoo.	Keep a steady beat, e.g. tapping or clapping to music and/or playing an instrument in time to the music.	Listen carefully to their music making and value it.	Listens attentively to music, discussing changes and patterns as a piece of music develops.	Take on a role when performing with a group.	Listen attentively to music and comment on / discuss changes in a piece of music.	
	Takes on a role within their play.	Continue to take on a role in their play.	Develop and adapt storylines in their pretend play.	With support, creates their own songs or improvise a song around one they know.	Sing a range of well-known nursery rhymes and songs.	Creates representations of both imaginary and real-life ideas and events.	
	Uses items in the environment to represent other	Begin to develop storylines in their play.		Experiment with music and rhythm	Perform songs, rhymes, poems and with others and – when		

	objects, e.g. buttons for money.	Continues to use props creatively in their play.	Make imaginative and complex 'small worlds', e.g. with blocks and construction kits.	using a range of musical instruments. Incorporate costumes and props in their pretend play. Decide which role they may want to play. Recount narratives and stories with peers and their teacher.	appropriate – try to move in time with music.		
	<u>ELG: Creating with Materials</u> Children at the expected level of development will: • 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. <u>ELG: Being Imaginative and Expressive</u> Children at the expected level of development will: • 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.						