



# EYFS Progression

St Margaret Clitherow Academy

	Advent	Lent	Pentecost
<p><b><u>Characteristics of Effective Learning</u></b></p>	<p><b><u>Playing and exploring:</u></b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b><u>Active learning:</u></b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b><u>Creating and thinking critically:</u></b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions</p>		
<p><b><u>Over Arching Principles</u></b></p>	<p><b><u>Unique Child</u></b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b><u>Enabling environments</u></b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b><u>Learning and Development:</u></b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><b><u>PLAY</u></b> At SMC we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>		

## Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s *back-and-forth interactions* from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a *language-rich environment* is crucial. By commenting on what children are interested in or doing, and echoing back what they say with *new vocabulary* added, practitioners will build children’s language effectively. *Reading frequently to children*, and *engaging them actively in stories*, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and *embed new words in a range of contexts*, will give children the opportunity to thrive. Through *conversation, story-telling and role play*, where children *share their ideas* with support and *modelling* from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a *rich range of vocabulary* and *language structures*.

### Listening, Attention and Understanding ELG

- 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.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Has single channelled attention, may find it difficult to focus on more than one thing at a time.</li> <li>• Know how to be able to match objects to names and will bring my favourite toy when asked.</li> <li>• Know how to respond to very simple requests especially when shown first by an adult.</li> <li>• Know how to explore objects using my senses.</li> <li>• Know how to be able to understand and respond more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.</li>   <li>• Know how to concentrate for slightly longer periods. (3 minutes 6 minutes)</li> <li>• Know how to join in with rhymes and songs by making sounds and by moving body.</li> <li>• Know how to respond to adults making sounds and moving their bodies</li> <li>• Know how to respond to my own name and will change my activity when encouraged to by adults</li> <li>• Know how to be able to anticipate actions and sounds from an action toy.</li> <li>• Know how to identify my own friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to be able to start to respond to simple questions.</li> <li>• Know how to be able to start to identify objects according to simple properties.</li> <li>• Know how to be able to initiate some actions in play that are familiar from home.</li> <li>• Know how to listen to longer stories</li> <li>• To be able to remember and join in with some rhymes.</li>   <li>• Know how to identify characters and actions in my favourite books.</li> <li>• Know how to understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>• know and understand between 200 and 500 words.</li> <li>• Know how to understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to turn head and focus on adults and friends as I speak and play, responding to comments.</li> <li>• Knows how to listen to and follow directions.</li> <li>• Knows how to remember and join in with rhymes and familiar stories.</li> <li>• Knows how to be able to find the right tool for a job.</li> <li>• Knows how to be able to respond to a string of requests one after another (not quickly).</li> <li>• Beginning to know how to be able to ask and respond to ‘why’ questions.</li> <li>• Beginning to know how to be able to see some similarities and differences between people.</li>   <li>• Knows how to tell a long story</li> <li>• Knows how to follow instructions using prepositions.</li> <li>• knows how to be able to ask and respond to ‘why’ questions.</li> <li>• Knows how to be able to follow a story with props and pictures.</li> <li>• Knows how to be able to show interest in the lives of other people or events.</li> <li>• Knows how to be able to see some similarities and differences between people.</li> </ul>

<ul style="list-style-type: none"> <li>• Know how to operate some ICT or mechanical toys.</li> <li>• Knows how to understand simple questions “who is jumping”</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to be able to focus on adults as they read or sing, responding with sounds and movements.</li> <li>• When listening to longer stories, can remember much of what happens.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to be able to show interest in other technological items.</li> </ul>
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## Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to turn to listen to my friends or my teacher.</li> <li>• Knows how to listen carefully and why listening is important.</li> <li>• Know how to be able to listen to and then follow an instruction.</li> <li>• Know how to be able to remember and join in with rhymes and stories I like.</li> <li>• know how to be able to find the right tool for a job.</li> <li>• know how to be able to follow instructions using prepositions.</li> <li>• Know how to be able to respond to a string of requests one after another (not quickly)</li> <li>• Know how to be able to ask and respond to ‘why’ questions.</li> <li>• Know and to be able to follow a story with props and pictures.</li> <li>• Know and to be able to show interest in the lives of other people or events.</li> <li>• Know and to be able to see some similarities and differences between people.</li> <li>• Know and be able to operate a digital device and show understanding of the remote controls.</li> <li>• Know and to be able to show interest in other technological items.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and be able to listen to a whole story and comment on what is happening.</li> <li>• Know and be able to ask questions about my favourite books. Ask questions to find out more and check understanding.</li> <li>• Know and to be able to choose a book or game that might be different from my friends and tell you why.</li> <li>• Know and to be able to play and listen to my friends at the same time.</li> <li>• know and understand how to listen carefully and why listening is important.</li> <li>• Know and engage in story times.</li> <li>• Know how to listen to and talk about stories to build familiarity and understanding.</li> <li>• know how to listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• know how to learn rhymes, poems and songs.</li> <li>• know how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Know how to be able to respond quickly to a series of instructions. .</li> <li>• Know how to be able to remember key points from a story told without props or pictures.</li> <li>• Know how to be able to have a conversation and to be able to respond to other children’s opinions.</li> <li>• Know how to be able to talk about family routines and special occasions.</li> <li>• know how to be able to understand and complete a simple program on a computer.</li> <li>• Know how to engage in non-fiction books</li> </ul>	<p><b>ELG -Listening, Attention and Understanding</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Knows how to listen to a longer story</li> </ul>

## Speaking ELG

- 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.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Knows how to copy sounds and words like 'all gone'.</li> <li>• Knows how to make requests using two words.</li> <li>• Knows how to copy sounds and words a lot.</li> <li>• Knows how to start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'</li> <li>• Knows how to use 20 words.</li> <li>• To begin to build up vocabulary that reflects the breadth of their experiences.</li>   <li>• Knows how to use everyday words to talk about people I know.</li> <li>• Knows how to use 50 or more single words. These will also become more recognisable to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to express feelings, desires and needs.</li> <li>• Knows how to begin to hold a conversation.</li> <li>• Knows how to remember and use new words. My vocabulary is starting to increase.</li> <li>• Knows how to sing a repertoire of songs.</li> <li>• Knows more rhymes.</li> <li>• Use longer sentences of four words.</li>   <li>• Knows how to remember and use new words. My vocabulary increases rapidly.</li> <li>• Knows how to ask questions and to be able to respond to questions using simple sentences.</li> <li>• Knows how to play make-believe games.</li> <li>• Knows how to use a wider range of vocabulary.</li> <li>• Knows how to sing a large repertoire of songs.</li> <li>• Knows many rhymes.</li> <li>• Knows how to talk about familiar books, and be able to tell a long story.</li> <li>• Knows how to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Knows how to start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Knows how to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to engage in imaginary role play sometimes building stories around toys and objects.</li> <li>• Beginning to know how to use sentences of 4 to 6 words.</li> <li>• Can the child use sentences joined up with words like 'because', 'and'? For example: "I like ice cream because it makes my tongue shiver".</li> <li>• Can the child answer simple 'why' questions?</li>   <li>• Knows how to link simple sentences. (Starting to )</li> <li>• Knows how to explain in simple sentences what happened and what might happen.</li> <li>• Knows how to use tense, intonation and rhythm to enhance meaning.</li> <li>• Knows how to use vocabulary to express imaginary events in play.</li> <li>• Know how to use sentences of 4 to 6 words.</li> <li>• Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</li> <li>• Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</li> </ul>

- May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

## Reception

### Advent

- Know and be able to start to link simple sentences. Using connectives.
- Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen.
- Know and be able to use tense, intonation and rhythm to enhance meaning.
- Know how to be able to use vocabulary to express imaginary events in play.
- Know how to be able to engage in imaginary role play sometimes building stories around toys and objects.

### Lent

- Know how to be able to explore new vocabulary, sounds and intonation.
- Know how to be able to use language to create imaginary events, storylines and themes and To be able to sustain imaginary play situations expressing myself to friends and adults.
- Know how to be able to play alongside other children engaged in the same type of imaginary play.
- Know how to be able to use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')
- Know and learn new vocabulary.
- know and use new vocabulary through the day.
- Know and ask questions to find out more and to check they understand what has been said to them.
- know how to Articulate their ideas, thoughts and opinions in well-formed sentences.
- Know how to describe events in some detail.
- Know how to use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Know how to develop social phrases.
- Know and Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Know how use new vocabulary in different contexts.
- Knows how to use a range of connectives to link ideas

### Pentecost

#### ELG -Listening, Attention and Understanding

*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.

## Personal, Social and Emotional Development

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

### Managing Self ELG

- 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.

### 3 & 4 year olds

#### Advent

- To know that some things are mine, some things are shared.
- To know that they can gain comfort from familiar adults, when needed. To know they have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- To know they have a growing ability to distract themselves when upset, e.g. by engaging in a new play activity.
  
- To know some things belong to other people.
- To know how to respond to the feelings and wishes of others.
- To know how to develop appropriate ways of being assertive.

#### Lent

- To know how to be aware of others’ feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.
- To know how to respond to a few appropriate boundaries, with encouragement and support.
- To know how to express their own feelings such as sad, happy, cross, scared, worried.
- To know how to talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
  
- To know that some actions can hurt or harm others.
- To know how to try to help or give comfort when others are distressed.
- To know how to inhibit their own actions/behaviours, e.g. stop myself from doing something I shouldn’t do.
- Increasingly follow rules, understanding why they are important.
- To know they do not always need an adult to remind them of a rule.
- To know how to talk with others to solve conflicts – with adult support.

#### Pentecost

- To have awareness of their own feelings, and know that some actions and words can hurt others’ feelings.
- To know how to begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
  
- To know how to tolerate delay when their needs are not immediately met and understand that their wishes may not always be met.
- To know how others might be feeling.
- To know how to usually adapt their behaviour to different events, social situations and changes in routine.

Reception		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to select and use activities and resources with help.</li> <li>• To enjoy the responsibility of carrying out small tasks.</li> <li>• To know how to be confident to talk to other children when playing, and will communicate freely about home and community.</li> <li>• To know how to be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To know how to show confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to welcome and value praise for what I have done.</li> <li>• To know how to willingly participate in a wide range of activities.</li> <li>• To know how to show enthusiasm and excitement when anticipating and engaging in certain activities</li> <li>• To know how to be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• To know how to be confident in speaking in front of a small group.</li> <li>• To know how to describe myself in positive terms and talk about my abilities.</li> <li>• To know that they are a valuable individual.</li> <li>• To know how to be resilient and persevere in the face of challenge.</li> <li>• To know how to manage their own needs.</li> </ul>	<p><b>ELG: Managing Self</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>

## Building Relationships ELG

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
  - how sensitivity to their own and to others' needs

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To begin to know how to play alongside others.</li> <li>• To begin to know how to use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.</li> </ul> <ul style="list-style-type: none"> <li>• To know how to play alongside others</li> <li>• To know how to use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to play cooperatively with a familiar adult, e.g. rolling a ball back and forth.</li> <li>• Know how to show interest in others' play and start to join in.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to seek out others to share experiences.</li> <li>• Know how to form a special friendship with another child.</li> <li>• Know how to show affection and concern for people who are special to me.</li> <li>• Know how to play with one or more other children, extending and elaborating play ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to keep play going by responding to what others are saying or doing.</li> <li>• Know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Know how to initiate play, offering cues to peers to join me.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Know how to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to initiate play, offering cues to my friends to join me.</li> <li>• Know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to start conversations, attend to and take account of what others say.</li> <li>• Know how to explain their own knowledge and understanding, and ask appropriate questions of others</li> <li>• Know how to take steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Know how to build constructive and respectful relationships.</li> <li>• Know how to think about the perspectives of others.</li> <li>• Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> </ul>	<p><b>ELG: Building Relationships</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>



## Self-Regulation ELG

- 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.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to explore new toys and environments, but 'check in' regularly with familiar adult as and when needed.</li> <li>• Know how to separate from my main carer with support and encouragement from a familiar adult.</li> <li>• Know how to welcome praise for what they have done.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to join in a range of activities that interest me.</li> <li>• Know how to develop their sense of responsibility</li> <li>• Know how to enjoy the responsibility of carrying out small tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to start to engage in pretend play with toys.</li> <li>• Know how to express my own preferences and interests.</li> <li>• Know how to be confident to talk to other children when playing together.</li> <li>• Know how to demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult.</li> <li>• Know how to select and use resources with support.</li> <li>• Know how to become more outgoing with unfamiliar people, in the safe context of their setting.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Know how to show more confidence in new social situations</li> <li>• Know how to develop their membership of a community.</li> <li>• Know how to value praise for what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to select and use activities and resources.</li> <li>• Know how to be confident to talk to other children when playing and will communicate freely about my own home and community.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Know how to show confidence in asking adults for help.</li> </ul>

## Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to be aware of my own feelings, and know that some actions and words can hurt others' feelings.</li> <li>• Know how to accept the needs of others and know how to take turns and share resources, sometimes with support from others.</li> <li>• • Know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to usually adapt my behaviour to different events, social situations and changes in routine.</li> <li>• Know that their own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.</li> <li>• Know how to start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.</li> <li>• Know there are boundaries set and be aware of behavioural expectations in the class.</li> <li>• know how to express their feelings and consider the feelings of others.</li> <li>• • Know how to identify and moderate their own feelings socially and emotionally.</li> </ul>	<p><b>ELG: Self-Regulation</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>



## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Comprehension ELG

- 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

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know that print has a meaning.</li> <li>• Know how to sit and listen to a story</li> <li>• Know to pay attention to a story and respond to the pictures or the words in the book</li> </ul> <ul style="list-style-type: none"> <li>• Know that we read English text from left to right and from top to bottom.</li> <li>• Know about page sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that print can have different purposes</li> <li>• Enjoy sharing books with an adult.</li> <li>• Know favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from a familiar stories.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to make comments and shares their own ideas about a familiar story.</li> <li>• Develop play around favourite stories using props using some key words and phrases from the book in play.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in extended conversations about stories, learning new vocabulary.</li> <li>• Know some names of the different parts of books</li> </ul> <ul style="list-style-type: none"> <li>• To repeat words and phrases from many familiar books and join in during story time</li> <li>• Begin to know how to ask questions about a familiar book</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Engage in story time showing increasing interest in books and stories</li> <li>• Know how to express their our ideas and make comments about a familiar book</li> <li>• Talk about events and characters in books using some sequencing words</li> <li>• Know how to follow directions from a book</li> <li>• Know how to ask many questions about a book.</li> <li>• Use new vocabulary that we have learnt in a book</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use vocabulary and events from stories in play more consistently.</li> <li>• Know how to make suggestions about what might happen next in a story.</li> <li>• Know how to tell a story to friends.</li> </ul>	<p><b>ELG: Comprehension</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>

- Develop play around favourite books, stories and rhymes using many key words and phrases from the book

- 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.

## Word Reading ELG

- 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

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To recognise and copy environmental and instrumental sounds</li>   <li>• To enjoy songs and rhymes, tuning in and paying attention.</li> <li>• To join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise my own name</li> <li>• To copy and create sounds using my body</li>   <li>• To know how to spot and suggest rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and recognise words with the same initial sound, such as money and mother</li> <li>• To recognise and say some initial sounds</li> <li>• To notice some print, e.g. names, logos, numbers in a range of different texts</li>   <li>• To begin to use oral blending and segmenting</li> <li>• To know how to count and clap syllables in a word.</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to say the sound, recognise and write a letter for Phase 2 phonemes following the Little Wandle program</li> <li>• To blend and segment CV and CVC words using taught letter– sound correspondences (Phase 2)</li> <li>• Read a short caption using taught letter– sound correspondences (Phase 2)</li> <li>• Recognise and read tricky words set out in the Little Wandle progression document (Phase 2)</li> <li>• Know how to read books matched to their phonics ability with increasing fluency and prosody (pink books)</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to say and sing the alphabet confidently</li> <li>• To know how to say a sound for each letter in the alphabet.</li> <li>• To say, recognise and write digraphs and trigraphs for Phase 3 following the Little Wandle Program of study</li> <li>• To blend and segment a range of words using taught letter– sound correspondences (Phase 2 and 3)</li> <li>• Know how to read a short sentence using taught letter– sound correspondences (Phase 2 and 3)</li> <li>• Recognise and read tricky words set out in the Little Wandle progression document (Phase 2 and 3)</li> <li>• Know how to read books matched to their phonics ability with increasing fluency and prosody (red books)</li> </ul>	<p><b>ELG: Word Reading</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li>   <li>• Read words consistent with their phonic knowledge by sound-blending.</li>   <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

### Writing ELG

- 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.

## 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to enjoy drawing freely</li> <li>• To begin to know how to add marks to their drawings, which they give meaning to. For example, “That says mummy.”</li> <li>• To begin to show a preference for a dominant hand.</li> <li>• To know that I can make marks to represent letters</li> <li>• To know how to write the initial sound of my name.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to write some of their name.</li> <li>• To know how to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to write some letters accurately.</li> <li>• To know how to write all of their name.</li> </ul>

## Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to form some recognisable letters correctly following Little Wandle Letters and Sounds program</li> <li>• Know how to write some irregular common words following the ‘Little Wandle Letters and Sounds’ progression document</li> <li>• Know the letters that make up their name and write recognisable letters</li> <li>• Create marks and write some letters to add a caption about a drawing or creation</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to correctly form lower-case letters using the Little Wandle letter rhymes.</li> <li>• To spell some words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• To write short sentences with words with known sound-letter correspondences following The Little Wandle progression document.</li> <li>• To know a sentence starts with a capital letter and full stop.</li> <li>• To be able to read my writing back to an adult</li> </ul>	<p><b>ELG: Word Reading</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

## Physical Development

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

### Gross Motor Skills ELG

- 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

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to walk upstairs with my hand held.</li> <li>• Know how to run but sometimes fall.</li> <li>• Know how to squat to pick up toys.</li> <li>• Know how to climb into a large chair and turn to sit.</li> <li>• Know how to stand on one foot with support.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to use my feet to scoot along on a trike.</li> <li>• Know how to climb onto furniture.</li> <li>• Know how to carry large toys.</li> <li>• Know how to attempt to kick a ball.</li> <li>• Know how to control my whole body and am able to negotiate space and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to know how to respond and move to rhythm and music.</li> <li>• Know how to stop confidently when moving around the environment and can now run safely.</li> <li>• Know how to make connections between my movement and the marks I make.</li> <li>• Know how to squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.</li> <li>• Know how to kick a large ball.</li> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Know how to go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Know how to use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to stand momentarily on one foot when shown.</li> <li>• Know how to catch a large ball.</li> <li>• Know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Know how to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Know how to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to make healthy choices about food, drink, activity and tooth brushing</li> <li>• Know how to take part in some group activities which they make up for themselves, or in teams. (starting to)</li> </ul>



<ul style="list-style-type: none"> <li>• Know how to run safely on my whole foot.</li> <li>• Know how to move spontaneously within available space.</li> <li>• Know how to walk upstairs or downstairs holding onto a rail, two feet on a step.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to respond and move to rhythm and music.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Know how to increasingly use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>
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**Reception**

<b>Advent</b>	<b>Lent</b>	<b>Pentecost</b>
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<ul style="list-style-type: none"> <li>• Know how to stand momentarily on one foot when shown.</li> <li>• Know how to catch a large ball.</li> <li>• Know how to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Know how to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>- Know the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- Lining up and queuing</li> <li>- Mealtimes</li> <li>- Personal hygiene</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Know how to use a tripod grasp.</li> <li>• Know how to revise and refine the fundamental movement skills I have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing</li> <li>• Know how to progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Know how to develop their 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.</li> <li>• Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Know how to combine different movements with ease and fluency.</li> <li>• Know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Know how to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	<p><b>ELG: Gross Motor Skills</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Know how to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li></ul> |  |
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## Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
  - Use a range of small tools, including scissors, paintbrushes and cutlery.  
Begin to show accuracy and care when drawing.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to use a fist grip comfortably.</li> <li>• To begin to know how to use one-handed tools and equipment, for example, making snips in paper with scissors.</li>   <li>• Know how to use a palmer grasp and four-finger grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to pick up tiny objects using a fine pincer grasp.</li> <li>• Know how to use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Know how to show a preference for a dominant hand.</li>   <li>• Know how to make simple models using construction toys.</li> <li>• Know how to use a comfortable grip with good control when holding pens and pencils. (Following the stages of grip development document)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to hold a pencil near the point between first two fingers and thumb and use it with good control</li>   <li>• Know how to start eating independently and learning how to use a knife and fork</li> <li>• Know how to be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips</li> <li>• Know how to use pincers, tweezers and threading equipment with increasing control and confidence. (Literacy)</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to use a pincer grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to show a preference for a dominant hand.</li> <li>• Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>• Know how to develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>	<p><b>ELG: Fine Motor Skills</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>



## Mathematics

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

### Number ELG

#### Number

- Have a deep understanding of number to 10, including the composition of each number.
  - Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To begin how to sort objects using one simple criteria.</li>   <li>• To know how to mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc).</li> <li>• To know how to extend ABAB patterns –stick, leaf, stick, leaf.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to experiment with their own symbols and marks as well as numerals.</li> <li>• To know and show understanding of conservation.</li> <li>• To know, talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li>   <li>• To know how to subitise showing a fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>• To know how to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• To know how to solve real world mathematical problems with numbers up to 5.</li> <li>• To know, talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</li> <li>• To know how to begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul>	<ul style="list-style-type: none"> <li>• To know when two small groups have the same number of objects.</li> <li>• To know how to identify numerals in the environment.</li>   <li>• To know how to create ABAB patterns –stick, leaf, stick, leaf.</li> <li>• To know how to notice and correct an error in a repeating pattern.</li> </ul>

### Reception

Advent	Lent	Pentecost
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<ul style="list-style-type: none"> <li>• To know some numerals of personal significance.</li> <li>• To know addition facts up to 5 using all combinations. Then 6, 7, 8, 9, 10.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to approach addition and find the total number of items in two groups by counting all of them and starting to use 'counting on'.</li> <li>• To know and begin to use the vocabulary involved in adding and subtracting including counting on and back.</li> <li>• To know the composition of numbers to 10.</li> <li>• To know number bonds for numbers 0–10 by automatic recall.</li> <li>• To be able to show some understanding of doubling and halving in familiar contexts.</li> <li>• To know how to subitise to 4.</li> </ul>	<p><b>ELG: Number</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• To know numbers to 10 and have a deep understanding, including the composition of each number;</li> <li>• To know how to Subitise (recognise quantities without counting) up to 5;</li> <li>• To know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts.</li> </ul>
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## Numerical Pattern ELG

- 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.

### 3 & 4 year olds

Autumn	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to recite numbers up to 5 in sequence (not necessarily understand at this stage).</li> <li>• To begin to know to bring one or two objects when an adult requests.</li> <li>• To begin to know an understanding of simple comparisons like 'more'.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to recite numbers up to 10 in sequence (not necessarily understand at this stage).</li> <li>• To know to bring one, two and three objects when an adult requests.</li> <li>• To know an understanding of simple comparisons like 'more'.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to recite numbers up to 20 in sequence (not necessarily understand at this stage).</li> <li>• To know to bring up to five objects when an adult requests.</li> <li>• To show an understanding of simple comparisons like 'more'.</li> </ul>

### Reception

Autumn	Lent	Pentecost
<ul style="list-style-type: none"> <li>• To know how to count up to three or four objects by saying one number name for each item.</li> <li>• To know how to count objects to 10 and begin to count beyond 10.</li> <li>• To know how to count out up to six objects from a larger group.</li> <li>• To know how to select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To know numerals and be able to represent them for 1 to 5, then 1 to 10 objects. Then 1-20</li> <li>• To know how to begin to use 'teens' to count beyond 10.</li> <li>• To know how to count an irregular arrangement of up to ten objects.</li> <li>• To know how to find one more or one less from a group of up to five objects, then ten objects.</li> <li>• To know how to estimate how many objects and check by counting all of them.</li> <li>• To know how to use the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• To know all manipulations of the numbers 5, 6, 7 etc.</li> <li>• To know how to count objects, actions and sounds.</li> <li>• To know to link the number symbol (numeral) with its cardinal number value.</li> <li>• To know how to count beyond ten.</li> <li>• To know how to compare numbers.</li> <li>• To know 'one more than/one less than' and the relationship between consecutive numbers.</li> </ul>	<p>ELG: Numerical Patterns</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• To know how to verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• To know patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

- Continue, copy and create repeating patterns.

## Shape, Space and Measure

### 3 & 4 year olds

#### Advent

- To know how to start to fit shapes into board puzzles or shape sorters.
- To know how to begin to build using simple blocks.
- To know how to fill and empty a container.
- To begin to know how to talk about the routine of the day and use language like 'before' and 'after'.

- To know how to show some understanding of 'now' and 'next'.
- To know to see some shapes in pictures and can start to make pictures using shapes.
- To know how to use small world play to experiment with size, shape, differences and similarities.
- To know and make comparisons between objects relating to size.

#### Lent

- To know how to ask questions about the routine and what is happening next.
- To know how to use small world play to experiment with size, shape, differences and similarities.
- To know and make comparisons between objects relating to weight.

- To know how to use comparative language like 'taller', 'shorter', 'the same'.
- To know and make comparisons between objects relating to length.

#### Pentecost

- To know how to start to identify shapes in the environment.
- To know how to start to find appropriate shapes for certain tasks.
- To know how to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- To know and select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- To know how to combine shapes to make new ones – an arch, a bigger triangle etc
- To know and make comparisons between objects relating to capacity.

- To know how to ask questions about my observations of differences and similarities.
- To know how to start to make more meaningful pictures, patterns and arrangements with shapes.
- To know and understand position through words alone – for example, "The bag is under the table," –with no pointing.
- To know and discuss routes and locations, using words like 'in front of' and 'behind'.



## Reception

### Advent

- To know how to talk about the routine of the day and use language like before, after.
- To know how to use comparative language like taller, shorter, the same.
- To know how to start to identify shapes in the environment.
- To know how to start to find appropriate shapes for certain tasks.
- • To know how to start to make more meaningful pictures, patterns and arrangements with shapes.

### Lent

- To know how to experiment with length, height, capacity and use my findings to order and group items.
- To know how to identify money and to be able to start to use money in my play.
- To know how to recall routines and start to relate them to the time on the clock
- To know how to ask questions about their observations of differences and similarities.
- To know how to recall names for 2D and 3D shapes and to be able to use some of the terms to describe their properties.
- To know how to order and sort according to simple properties
- To know similarities, differences, patterns and changes.
- To know how to use the language of direction when programming toys.

### Pentecost

- To know how to compare length, weight and capacity.
- To know how to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- To know how to select, rotate and manipulate shapes in order to develop spatial reasoning skills.

## Understanding the World

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

### Past and Present ELG

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
  - Understand the past through settings, characters and events encountered in books read in class and storytelling..

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Knows their own life-story</li> <li>• To being to know how to talk about some significant events in my own experience (birthday, Baptism)</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to talk about significant events in my own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to talk and remembers about significant events in my own experience.</li> <li>• Knows their own family’s history</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Knows how to talk and remembers about significant events in my own experience.</li> <li>• Knows that some places are special to members of their community.</li> <li>• Knows how to compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to recognises and describe special times or events for family or friends.</li> <li>• Knows how to comment on images of familiar situations in the past.</li> </ul>	<p><b>ELG Past and Present</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## People, Culture, and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Knows how to show an interest in different occupations and ways of life. (starting to)</li> <li>• Know my own immediate family (mum, dad, siblings, grandparents)</li> <li>• Knows own immediate family and relations.</li> <li>• Knows that my new friends have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>• In pretend play, knows how to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Knows how to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to show interest in the lives of people who are familiar to me.</li> <li>• Knows how to recognise and describe special times or events for family or friends.</li> <li>• Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Knows how to show interest in the lives of people who are familiar to me.</li> <li>• Knows how to talk about members of their immediate family and community.</li> <li>• Knows how to name and describe people who are familiar to them</li> <li>• Knows to show an interest in different occupations and ways of life. (starting to)</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to draw information from a simple map.</li> <li>• Knows how to recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Knows how to recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p><b>ELG: People, Culture and Communities</b></p> <p><i>Children at the expected level of development will:</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps.</li> </ul>

## The Natural World ELG

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

### 3 & 4 year olds

<b>Advent</b>	<b>Lent</b>	<b>Pentecost</b>
<ul style="list-style-type: none"> <li>• Knows how to play with small-world models such as a farm, a garage or a train track.</li> <li>• To begin to sort materials - how does chocolate change when we heat it?</li> <li>• Begin to start talking about what they see using a some vocabulary (using Autumn table)</li> <li>• Knows how to use some of their senses in hand-on exploration of natural resources.</li> <li>• Knows some basic body parts (head, nose, mouth, ears, eyes, legs, feet, arms, hands, shoulders)</li>   <li>• Knows about and notices features of objects in the environment</li> <li>• Knows how to use all their senses in hands-on exploration of natural materials.</li> <li>• Knows to show care and concern for living things and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to explore collections of materials with similar and/or different properties.</li> <li>• Knows how to talk about the differences between materials and changes they notice.</li> <li>• Knows how to talk about what they see, using more vocabulary (Winter table)</li>   <li>• Knows how to plant seeds and care for growing plants.</li> <li>• Knows that they need to respect and care for the natural environment and all living things. (starting to)</li> <li>• Knows how to talk about what they see, using a wide vocabulary.</li> <li>• Knows about and understands the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to talk about why things happen and how things work.</li> <li>• Knows how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• Knows how to talk about some of the things I have observed such as plants, animals, natural and found objects.</li>   <li>• Knows about and is developing an understanding of growth, decay and changes over time.</li> <li>• Knows how to explore and talk about different forces they can feel.</li> </ul>

### Reception

<b>Advent</b>	<b>Lent</b>	<b>Pentecost</b>
<ul style="list-style-type: none"> <li>• Knows how to ask questions about aspects of my familiar world such as the place where I live or the natural world.</li> <li>• Knows how to talk about some of the things I have observed such as plants, animals, natural and found objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to talk about why things happen and how things work.</li> <li>• Knows how to describe what they see, hear and feel whilst outside.</li> <li>• Knows how to recognise some environments that are different to the one in which they live.</li> </ul>	<p><b>ELG: The Natural World</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul>

- Knows about and is developing an understanding of growth, decay and changes over time.
- Knows how to show care and concern for living things and the environment
- Knows how to explore the natural world around them.

- Knows and understands the effect of changing seasons on the natural world around them.

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

## Expressive Arts and Design

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

### Creating with materials ELG

- 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.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to create sounds by banging, shaking, tapping or blowing.</li> <li>• Know how to show an interest in the way musical instruments sound.</li> <li>• Know how to experiment with blocks, colours and marks</li> </ul> <ul style="list-style-type: none"> <li>• Know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• To be able to enjoy joining in with dancing and ring games.</li> <li>• Know how to explore colour and colour-mixing.</li> <li>• Know how to use various construction materials.</li> <li>• Know how to sing some favourite songs.</li> <li>• To be able to sing a few familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Know how to use drawing to represent ideas like movement or loud noises.</li> <li>• Know how to play instruments with increasing control to express their feelings and ideas.</li> <li>• Know how to explore and learn how sounds can be changed.</li> <li>• Know how to begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Know how to explore colour and how colours can be changed.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Know how to develop their own ideas and then decide which materials to use to express them.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to join different materials and explore different textures.</li> <li>• Know how to show interest in and describe the texture of things.</li> <li>• To be able to begin to move rhythmically.</li> <li>• To be able to imitate movement in response to music.</li> <li>• To be able to tap out simple repeated rhythms.</li> <li>• Know that to be able to use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>• Know how to join construction pieces together to build and balance.</li> </ul> <ul style="list-style-type: none"> <li>• Know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>

### Reception

Advent	Lent	Pentecost
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- Know how to enjoy joining in with dancing and ring games.
- Know how to sing a few familiar songs.
- Know how to begin to move rhythmically.
- Know how to imitate movement in response to music.
- Know how to tap out simple repeated rhythms.
- Know how to explore and learn how sounds can be changed.
- Know how to show interest in and describe the texture of things.
- Know how to explore colour and how colours can be changed.
- Know how to use lines to enclose a space, and then begin to use these shapes to represent objects.
- Know how to use various construction materials.
- Know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Know how to join construction pieces together to build and balance.

- Know how to explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Know how to create collaboratively sharing ideas, resources and skills.
- Know how to listen attentively, move to and talk about music, expressing their feelings and responses.
- Know how to sing in a group or on their own, increasingly matching the pitch and following the melody.
- Know how to play pitch-matching games, humming or singing short

### **ELG: Creating with Materials**

*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.

## Being imaginative and expressive

- 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.

### 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’</li>   <li>• Know how to make-believe by pretending (starting to)</li> <li>• Know how to take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to listen with increased attention to sounds.</li> <li>• Know how to respond to what they have heard, expressing their thoughts and feelings.</li>   <li>• Know how to remember and sing entire songs.</li> <li>• Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Know how to notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.</li> <li>• Know how to engage in imaginative role-play based on own first-hand experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to develop preferences for forms of expression.</li> <li>• Know how to use movement to express feelings.</li> <li>• Know how to create movement in response to music.</li> <li>• Know how to sing to myself and makes up simple songs.</li> <li>• Know how to sing the pitch of a tone sung by another person (‘pitch match’).</li>   <li>• Know how to create their own songs, or improvise a song around one they know.</li> <li>• Know how to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Know how to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (starting to)</li> </ul>

### Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> <li>• Know how to sing to myself and makes up simple songs.</li> <li>• Know how to engage in imaginative role-play based on own first-hand experiences.</li> <li>• Know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Know how to develop storylines in their pretend play.</li> <li>• Know how to build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to develop preferences for forms of expression.</li> <li>• Know how to use movement to express feelings.</li> <li>• Know how to create movement in response to music.</li> <li>• Know how to watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Know how to explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>ELG: Being Imaginative and Expressive</b></p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> </ul>



• Know how to use available resources to create props to support role-play.

• Perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music.