



# EYFS POLICY

2024-2025

Purford Green Primary School and Nursery

Part of the Passmores Co-operative Learning Community

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## **1. Aims**

This policy is underpinned by the four key principles of the Early Years Foundation Stage – A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

This policy aims to ensure that each child in EYFS at Purford Green Primary and Nursery:

- Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.
- Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do.
- Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.
- Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.
- Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield.
- Is supported by school fostering a close, working partnership with parents and/or carers.
- Is included and supported through equality of opportunity and anti-discriminatory practice.

## **2. Legislation**

This policy is based on requirements set out in the Early years foundation stage (EYFS) statutory framework January 2024. This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

In Purford Green Primary and Nursery school, children enter Nursery in the term that they turn 3 with three intakes within a year. Children enter Reception class at the beginning of September in the year in which they turn five and are in full time by the end of the first full two weeks of the date they start.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2024 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We aim to provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge for all children.

In the Early Years Foundation Stage, we know that the way in which children engage with other people and their environment underpins the learning and development across all areas and supports the children to sustain their motivation and effectiveness as learners. These are called the Characteristics of Effective Learning.

The three characteristics are:

- Playing and Exploring – children investigate and experience things and events around them and 'have a go'.
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- Creating and Thinking Critically – children have and develop their own ideas, make links between different and experiences and develop strategies for doing things.

In addition to the statutory framework, at Purford Green Primary and Nursery, we believe every child needs to have a set of core skills that will help them to be independent in everyday life. To support this, we have Life Skill Challenges which are explicitly taught and built upon from EYFS to Year 6.

## **5. Teaching and Learning**

Development Matters is used to support the planning of activities and experiences for children's learning and development. Each child's starting points are carefully assessed and gaps in learning and areas for development are identified and used to inform planning. Staff also consider the individual needs and interests of each child in their care when planning. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-directed and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are taught as a whole class, in small groups or individually as part of adult led and directed teaching. Adult led teaching sessions for all areas of learning are planned for regularly.

Learning through play is an important and integral part of the Early Years curriculum and classroom. We believe that children learn best from activities and experiences that interest and inspire them. We provide children with stimulating resources in which they can explore and develop their learning to help make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. We carefully plan the environment and opportunities for learning to reflect on what has interested and inspired the children. We ensure that we allow extended and uninterrupted periods of time for the children to extend and practise the skills they have learned during play or through direct teaching. We believe it is important that every adult takes an active role in child-initiated play through observing, modelling, facilitating, questioning and extending their play.

We recognise the importance of providing a meaningful language-rich environment; we want our children to be able to express themselves and engage in conversations with their friends and adults. We use language to support and develop vocabulary and thinking-skills as well as sharing stories, poems and sing songs throughout the day, we also deeply value reading for pleasure and dedicated time is scheduled daily for this to help create a culture of curiosity, wonder and imagination, developing a real love of books.

Each area of learning is represented in the environment through the planned use of space/resources, as well as activities provided for different experiences and opportunities to learn. The classrooms, both indoor and out, are organised so that children can select their own resources, thus promoting independence. Outdoor learning is a critical element of the EYFS. It offers opportunities for learning in different ways on different scales. Our outdoor environment offers children freedom to explore, use their senses, take risks, be physically active and is accessible in all weathers.

## **6. Assessment**

We believe that ongoing assessment is an essential and integral part of the learning and development processes. Staff observe and interact with pupils to identify their level of achievement, interests and learning styles. These interactions are used to shape future planning.

In Nursery, baseline assessments are carried out within the first few weeks of a child starting. Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). In addition, our own school baseline assessments are carried out to ascertain the skills of new children on entry to Purford Green.

Mid-year and end of year assessments are carried out and the data is carefully analysed. This provides a basis for pupil progress meetings between teachers, SLT and the SEND team, and allows us to plan tailored provision to support or extend children as needed.

Across the EYFS at Purford Green Primary and Nursery, Reception and Nursery teachers review children's progress and provide parents/carers with a written summary of the child's development across all seven areas of learning at the end of their second complete term in the setting.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing interactions and discussions with parents/carers. The results of the profile are then shared with parents/or carers as well as with Year 1 teachers.

## **7. Transitions**

As a school, we aim to make every transition as smooth and comfortable as possible for each unique child.

The nursery teacher meets with each child and their family prior to them starting in our setting. This is usually a home visit but can be a private meeting on site if the parent wishes. This allows staff to build good relationships with families, gives families the opportunities to ask questions in private and allows class staff to get to know the children on a 1:1 basis in their familiar setting. These meetings provide vital exchanges of information and support our new children and families into our school community successfully.

Children from our Nursery, who have successfully applied for a place in Reception, visit our school regularly throughout the summer term with staff, and Reception staff also regularly visit the Nursery.

For children who are new to our setting when entering Reception, the class teacher - and the SEND team or Learning Mentor if required - visit external feeder settings to meet children and their keyworkers, gathering information about the child's needs, interests and development. Reception teachers also carry out home visits, ensuring strong relationships are built with all new families who are joining our school community.

During the Summer term prior to starting, all new intake children are invited to visit the school, with their adults and explore the classroom, both inside and out whilst class adults are available to talk informally to new parents as well as play with the children. In addition, all new parents also attend an induction meeting with school staff - including SLT, class teachers and the SEND team. This session allows school staff to give information about the school and also allows time for parents to complete necessary paperwork and to ask any questions.

The final transition is that between Reception and Year 1. During the year, there are lots of planned opportunities for Reception and Year 1 children to work together. Year 1 staff visit the Reception class regularly for a variety of activities and opportunities are available for Reception children to spend time in the Year 1 classroom throughout the year. During the last week of the Summer term, Reception children will 'move up' into Year 1, spending the week in their new

classroom with their new adults allowing the children to get to know the new classroom and year group routines as well as build relationships with new class staff before the Summer holidays. To complete the transition period, the Reception and Year 1 teachers meet and discuss each child's level of development, ELG achievement and any other information about each child (e.g. medical, SEN, EAL, etc.).

## **8. Working with parents/carers**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Parents/carers are routinely kept up to date with their child's progress and development. We aim to develop caring, respectful and professional relationships with children and their families and we value the contribution that parents and carers make by:

- Having a comprehensive transition period prior to starting school.
- Parents consultation meetings held twice a year.
- Having an 'open door' policy.
- Inviting parents to contribute to pupils' learning records using Class Dojo.
- Communicating with parents through Class Dojo, phone calls or in person about significant achievements.
- Providing a written report on their child's progress and attainment mid-year and a summary of their attainment at the end of the year.
- Offering workshops to parents which support parents to help with their child's learning at home in phonics, number, reading and writing throughout the school year.
- Arranging activities that encourage collaboration between child, school and parents, such as class assemblies, Sports day, Christmas Performances, etc.

## **9. Safeguarding and welfare procedures**

Children learn best when they are happy, safe and feel secure. At Purford Green Primary and Nursery we aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Framework (2024).

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **10. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS leader every two years.

At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS teachers to implement the principles stated in this policy.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy

Procedure for dealing with concerns and complaints	See complaints policy
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## Appendix 2. Curriculum overview

### EYFS Curriculum Map for Nursery and Reception Classes Purford Green Primary and Nursery 2023-2024

It is our intent that each child in EYFS in our school:

- Is given a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- Is immersed in a safe, welcoming and stimulating environment that reflects and promotes each area of learning.
- Becomes an independent, self-motivated learner, who is encouraged to develop curiosity about the world around them, develop problem solving skills, think critically and take risks with their learning, showing confidence and perseverance in any activity they set out to do.
- Has access to a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress throughout school and life.
- Has their social and interpersonal skills nurtured, developing resilience and empathy and ensuring that they have the opportunity to work as a member of a team and can share their experiences and knowledge with their peers.
- Becomes aware of the wider community, starting with their local community and providing opportunities to experience and learn about other communities and cultures further afield.
- Is supported by school fostering a close, working partnership with parents and/or carers.
- Is included and supported through equality of opportunity and anti-discriminatory practice.

Overarching principles	Characteristics of effective learning	Play
<u>Unique Child:</u> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <u>Positive Relationships:</u> Children flourish with warm, strong and positive partnerships between all staff and parents/carers. They learn to be strong and independent through these relationships. <u>Enabling environments:</u>	<u>Playing and exploring:</u> 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. <u>Active learning:</u> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-	Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Children have a right to play. Play, both indoors and outdoors, makes a powerful contribution to children's wellbeing, development and learning.

<p>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><u>Learning and Development:</u></p> <p>Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development</p>	<p>regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><u>Creating and thinking critically:</u></p> <p>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>In play, children can become deeply involved as they take things they already know and combine them in new ways so that their understanding deepens. Children choose to play, and are in charge of their play. Having freedom and time to play in an appropriately stimulating and resourced environment which is finely tuned for young children supports development and learning across all areas.</p>
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N.B Whilst the core of our curriculum remains the same to ensure KS1 readiness, there are changes each year in order to reflect the needs of each unique cohort.

	Nursery						Reception					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	Marvellous me	Let's Celebrate	On an adventure	On a journey	On the farm	In the garden	Who am I and who are they? Special people and celebrations		Where are they going? Journeys		How and why do things change? Growing	
<b>Possible mini theme</b> <small>NB: These themes may be adapted may be adapted at various points to allow for children's interests to flow through the provision</small>	Starting school/New Beginnings My Family My Feelings The Season of Autumn	Bonfire Night Diwali Remembrance Day Christmas traditions The Season of Winter	Vehicles People Who Help us Recycling - looking after our world Looking after our teeth	Under the Ocean Space The Seaside Traditional Tales Seasonal Changes – Winter/Spring	Animals Life Cycles	Minibeasts Growing and Changing Seasonal Changes – Spring to Summer	Starting school/new beginnings All about me, families, homes Feelings and emotions Festivals - Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Comparing places Polar regions Festivals – Lunar New Year, Easter Recycling, looking after the world Senses Oral hygiene Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Now and then The human body Keeping fit and healthy Animals and mini beasts Life cycles Seasonal changes – Spring/Summer	
<b>Visits</b>	Autumn walk (school grounds)	Post a letter		Library visit		Animal keeper visit	Town park visit		Library visit	Local area treasure hunt	Library visit	Country Park visit
<b>PG life skills</b>	<ul style="list-style-type: none"> <li>I can share a book I like with an audience</li> <li>I can talk about things I like and do not like</li> <li>I can calm myself down when I am sad or angry</li> <li>I put things in the correct places</li> <li>I can brush my teeth</li> <li>I can say please and thank you</li> <li>I can change my shoes on my own</li> <li>I can choose materials to be recycled and place them in the recycling bin</li> <li>I can use the toilet on my own</li> </ul>						<ul style="list-style-type: none"> <li>I can say please and thank you</li> <li>I can dress and undress myself and look after my own belongings</li> <li>I can independently go to the toilet and wash my hands afterwards</li> <li>I can blow my own nose</li> <li>I can use cutlery to eat</li> <li>I can show that I am sorry</li> <li>I can write my own name</li> <li>I can name healthy foods</li> <li>I can resolve conflicts I have with my peers</li> </ul>					
<b>PG life experiences</b>	Make a special potion	Post a letter to someone Try food from around the world	Rescue an animal in danger (ice cube challenge)	Dress up as a book character	Watch a chick hatch Plant it, grow it and sell it	Bring a teddy to school Find something that is lost Fly a kite	<ul style="list-style-type: none"> <li>Hunt for bugs</li> <li>Jump in muddy puddles</li> <li>Make a mud pie</li> <li>Work with a senior citizen</li> <li>Try food from around the world</li> <li>Do something for charity</li> </ul>		<ul style="list-style-type: none"> <li>Bake a cake</li> <li>Find treasure</li> <li>Be transported to a different world</li> <li>Receive a parcel from a postman</li> </ul>		<ul style="list-style-type: none"> <li>Observe a life cycle</li> <li>Have a picnic</li> <li>Run through a garden barefoot</li> <li>Plant it, grow it, eat it</li> <li>Make and sell something</li> <li>Spend time with other primary age children from a different school</li> </ul>	

<b>Key texts and poems</b> (including but not limited to) TT- traditional tale PB - Poetry basket	The Colour Monster Starting School – Janet and Allen Ahlberg Mouse’s Big Day Rosies Walk Owl Babies Little Acorn If you are happy and you know it Incy, Wincy Spider 1,2,3,4,5, Once I caught a fish alive Wind the bobbin up PB Things I can do PB Owl PB Wheat	It’s Diwali Time The Jolly Postman The Gruffalo Room on a Broom Is it Christmas Yet? The Snowy Day I’m a Little Snowflake One, Two, Buckle My Shoe Twinkle Twinkle PB Rain	The Naughty Bus The Train Ride Plastic Bag’s journey What a wonderful World At the dentist Down at the station The Wheels on The Bus Humpty Dumpty Miss Polly had a dolly PB Freezing PB Flying	Commotion in the Ocean Sharing a shell Tiddler Little Red Riding Hood The Three Little Pigs A sailor went to sea Hot Cross Buns Row, Row, your boat PB – Mr Moon PB –5 Little Astronauts PB Going to the Seaside	Farmer Duck A year on the farm Dear Zoo Jasper’s Beanstalk Old Macdonald Had a Farm Hickory Dickory Dock Baa, Baa Black Sheep PB Happy PB Sounds of the Farm	The Bad Tempered Ladybird The Very Hungry Caterpillar The Tiny Seed Superworm Mad about Minibeasts Mary, Mary, Quite Contrary Round and Round the Garden PB - Caterpillar	TT- The Little Red Hen Oi Frog and friends Rhymes from around the world PB Chop Chop PB Leaves are falling PB Falling apples	TT- Goldilocks Lighting a lamp - a Diwali story Little Glow The Christmas Story PB Pointy hat PB Five little pumpkins PB Breezy weather	TT- The Three Billy Goats Gruff Poles apart The odd fish Lanterns and firecrackers - a Lunar New Year story PB I can build a snowman PB Carrot nose PB Pancakes	TT- The Gingerbread Man We’re going on a Bear Hunt Martha maps it out Handa’s Surprise The Easter Story PB Popcorn PB Stepping stones PB Furry furry squirrel	TT- Chicken Licken The amazing plant lifecycle story What did the tree see? PB Sliced bread PB Five little peas PB Vegetables	TT- The Enormous Turnip Zog Splash! PB I have a little frog PB If I were so very small PB The enormous turnip
<b>Supporting materials</b>	Poetry basket, EYMaths -Karen Wilding, My Happy Mind, Jigsaw, Little Wandle <a href="#">Dough disco</a> , <a href="#">Squiggle while you wiggle</a> , <a href="#">Drawing club</a> ,											

## Appendix 3. Progression across EYFS and into Year 1

Prime	Specific	Sub area	2-2.5 years	Nursery (3-4) Baseline Checkpoint 3 years	Nursery (3-4) Checkpoint 3 and half years old	Nursery (3-4) End of Year Checkpoint 4 years / Reception Baseline	Reception Mid year Checkpoint	Reception End of year ELG	Links to NC Year 1
Communication and language		Listening and attention	Can select pictures of actions, e.g. 'which one is eating?' (24-33 months) Enjoys simple familiar stories read from picture books. Can select pictures of actions, e.g. 'which one is eating?' Requires physical or verbal prompts in order to switch attention to looking and listening if engrossed in play	Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Carries on simple conversations and is able to describe briefly present activities and past experiences. Can identify objects by function, e.g. 'which one do we eat with?'. Understands descriptive concepts such as 'big', 'wet', 'hot', 'the same', etc.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Can the child answer simple 'why' questions? Understands some abstract concepts, e.g. 'one of', 'before' and 'after', 'if'. Listens to and tells long stories, sometimes confusing fact and fantasy. Enjoys jokes and verbal incongruities. Knows several nursery rhymes and can repeat or sing correctly. Able to name basic colours reliably. Understands sentences of three and the four information carrying words, e.g. 'put the cup and the plate on the chair.' Understands and uses words to represent categories, e.g. toys, food.	Understand how to listen carefully and why listening is important. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Engage in non-fiction books.	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.	<p><b>EYFS provides foundational knowledge and key vocabulary to support later learning</b></p> <p><b>This key prime area of learning sets the foundations for literacy and is crucial to children being able to succeed in all aspects of the national curriculum.</b></p> <p><b>Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</b></p>
		Speaking	Makes frequent comments on objects and events or interest directed to caregivers. Recites a few nursery rhymes. Uses 200 or more recognisable words (24-36 months), but speech shows numerous immaturities of articulation and sentence structure. Continually asking questions beginning 'what?' or 'who?'. Uses pronouns 'I', 'me' and 'you' correctly.	Large vocabulary intelligible even to strangers, but speech still contains many immature sound substitutions and simplified grammatical forms. Uses personal pronouns and plurals correctly, and also most prepositions. Speaking in 3 words phrases. Asks many questions beginning 'what?', 'where?' and 'who?'	Use a wider range of vocabulary, e.g include words frequently in books and other contexts but are not used every day by many young children Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a	Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"? 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". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Speech grammatically correct and completely intelligible. Shows only a few immature sound substitutions, usually of r-l-w-y group, p-th-f-s group or k-t sound group. May simplify consonant clusters, e.g. 'sring' for 'string'. Gives connected account of recent events and experiences. Continually asking questions 'why?', 'when?', 'how?' and the meanings of words. Able to use language to pretend, e.g. you be the baby...' Able to link some ideas linguistically – initially	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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	

				conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	using 'and' and 'then' before 'because'.			
Personal, Social and Emotional	Self-regulation	Throws tantrums when thwarted and is less easily distracted. Emotionally still very dependent on adult and requires reassurance in unfamiliar situations.	Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Shows some secondary emotions such as shame and pride. Frequent emotional outbursts, 'tantrums'. Verbalises everyday rules: 'mummy said don't put toys in the washing basket. Begins to comply with verbal directions and responds to verbal praise and reassurance. Makes reference to emotions and can show empathy.	Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Expresses complex emotions. Able to understand others' emotions. Knows behavioural rules, e.g. 'don't hurt others'. Shows sense of humour in talk and social activities.	See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally	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.	This key prime area of learning embeds social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc. which enables them to succeed in all aspects of the national curriculum. Children will be able to increasingly demonstrate these skills in less structured settings such as playtimes and lunchtimes when socialising with their friends throughout their lives. Children learn about school values such as co-operation, empathy, resilience, respect and responsibility to be able to have meaningful friendships and overcome challenges throughout their school lives and beyond.  Recognise feelings associated with positive and negative consequences. Know how to set a simple goal and identify steps to achieve it, identifying and overcoming obstacles. Know that tackling a challenge can stretch their learning. Know how to make healthy lifestyle choices including diet, sleep, exercise, hygiene and mental health. Know how to keep safe by keeping clean, using medicines appropriately, crossing the road, knowing the characteristics of healthy and safe friends.
	Managing self	Exceedingly active, restless and resistive of restraint. Has little understanding of common dangers or need to defer immediate wishes.	Carries out own intentions. Able to describe what they like and can declare what they want to be in a role-play activity e.g. 'daddy'. Able to declare what they are good at, e.g. running. Some ability to switch between doing and listening. Needs to look at the speaker in order to listen. Shows some appreciation of difference between present and past, and of the need to defer satisfaction of wishes to the future	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. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	General behaviour more independent and strongly self-willed. Adopts the standards of behaviour of parents or other close adults. Dramatic make-believe play and dressing-up favoured. Appreciates past, present and future time.	Show resilience and perseverance in the face of challenge. Manage their own needs. • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	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.	

	Building relationships	Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? More sustained role-play, such as putting dolls to bed, washing clothes, driving cars, but with frequent reference to a friendly adult. Plays meaningfully with miniature dolls' house sized toys. Acts out common activities using substituted materials, e.g. has pretend tea parties, with gravel on the plates to represent food. Watches other children at play with interest, occasionally joining in for a few minutes but, as yet, has little notion of the necessity to share play things or adult's attention.	Becomes aware of other's intentions and desires and take these into account in their actions. Vividly realised make-believe play, including invented people and objects, in addition to familiar activities and events. Enjoys playing on the floor with bricks and boxes, toy trains and dolls etc., alone or in company. Joins in active make-believe play with other children. Understands sharing play things, but tends to pursue own interests.	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Understands taking turns as well as sharing. Shows concern for younger siblings and sympathy for playmates in distress.	Build constructive and respectful relationships. Think about the perspectives of others.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.	
Physical Development	Gross motor	Runs well and climbs nursery apparatus easily. Walks upstairs confidently and downstairs holding rail, two feet to a step. Pushes and pulls large toys skilfully but may have difficulty in steering them around obstacles. Can jump with two feet together from a low step. Can stand on tiptoe if shown. Throws ball from hand somewhat stiffly at body level. Kicks large ball but gently and lopsidedly.	Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Walks and runs on tip-toes Rides wheeled toys using pedals and steering Can climb and slide on equipment Can kick a ball	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Can change direction while running Can walk in a straight line Confident on climbing and sliding equipment Increasing control when kicking a ball	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.	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.	<p>This prime area includes the development of gross motor skills needed for sports and physical health, and equally importantly, the development of fine motor skills which are essential for children to be able to write effectively across all subjects in the national curriculum.</p> <p>PE Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.</p> <p>Handwriting Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families'</p>

						Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball		
	Fine motor	Builds tower of seven-plus cubes using preferred hand. Inserts square, circular and triangular shapes in a jigsaw by recognising the shape. Begins to correct the orientation of the shapes from 33 months. Holds pencil in preferred hand, with improved tripod grasp. Imitates horizontal line and circle, and usually 'T' and 'V'.	Turns the pages of a book one by one. Can draw a face and may attempt letter shapes using their preferred hand. Handles mealtimes competently using fork and spoon. Can put on and remove coat with 'easy' fastenings, e.g. poppers, Velcro	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Learning to use scissors and can cut out simple shapes. Drawings are more detailed and representative e.g. their car drawing looks like a car. Makes marks and letters, demonstrating their understanding that print carries a meaning e.g. their marks represent their mummy's name. Uses knife and fork but may need assistance with some cutting	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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop 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> </ul>	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. Other (no ELG) Discuss the effect exercise/activity has on their body.	
Literacy	Comprehension	Like to share stories with you and can find my favourite books for you to read to me. Have favourite rhymes and songs and join in with the actions. Join in singing some words to familiar songs (or use my preferred method of communication).	Have some favourite rhymes and songs. Join in with words and phrases that appear over and over again, when you read me my favourite stories. Tell you the missing word or phrase in stories and rhymes that I know really well, such as 'Humpty Dumpty sat on a ...' Ask questions about the book and makes comments, may share their own ideas. Develop play around favourite stories using puppets and props.	Engage in extended conversations about stories, learning new vocabulary.	Be able to follow simple stories without pictures. Listen and join in when we read books and sing rhymes. Talk about the places and people in stories and the important things that are happening and can guess what will happen next. Know that books can tell me things e.g. the names of cars I am interested in. Engage in extended conversations about stories, learning new vocabulary.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories where appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	This specific area links to English, supporting children with their reading and writing, enabling them to succeed in the English national curriculum. Success in securing these key skills enable children to read and write providing greater access to learning in all subjects across the curriculum. Enjoy, engage with and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. Begins to check that the text makes sense as they read and re-read if necessary. Infer information in a text.

	Word reading	Enjoy picture books, recognising fine detail in my favourite pictures.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Show you words when outdoors (meaningful print) Recognise my own name and words that are special to me, like 'Mummy' and my favourite shops and foods. Clap my hands to match the sounds in words, like 2 claps for 'he-llo'. Join in with rhymes and recognise when words start the same letter, like 'big boat' and 'tall tower'.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	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.	Retrieve information from texts, link reading to own experiences. Read aloud accurately books that match their phonic knowledge and books which require other reading strategies. Read quickly with the correct sound for graphemes (for 40+ phonemes) Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Write a sequence of sentences to form a short narrative or non-narrative text with some accurate demarcation. Leave spaces between words. Join words and sentences with 'and'. Use full stops and capital letters accurately. Spell words using the GPCs taught so far. Spell taught high frequency words that cannot be decoded at this stage ('tricky' words).
	Writing	Explores mark making using a variety of media	Tell you about the different marks they make in their writing and drawing, e.g. 'That says mummy' or 'That's my name/me'. Hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. Draw lines that go across, up and down, round and round and pictures to show numbers and amounts.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list using letter strings (not necessarily correct) or recognisable letter shapes Write some or all of their name Write some letters accurately.	Look at adult writing, and say what I think it means, like the shopping list says, 'beans and chips and ice cream'. Make the lines and marks that I want with a pencil. Use some of my print and letter knowledge in my early writing, e.g. writing a pretend shopping list that starts at the top of the page or write 'm' for Mummy. Write some or all of my name	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.	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.	
Maths	Numbers	React to changes of amount in a group of up to three items, e.g. change my expression or comments when an additional 'toy or desired object' is given or taken away. Start using counting-like behaviours, such as making sounds or pointing when you count 1, 2, 3. Know that when you hide a toy under a blanket, I will find it under the blanket. Say number names in a mixed-up order when I am playing with my toys or singing songs.	Say some number names in order, sometimes may skip a number. Give you the right number of objects from a collection when you say, 'please give me one', 'please give me two'.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Show fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells me how many things there are in total ('cardinal principle'). Use my fingers, pictures, or marks to show you how many things there are; using 1-1 correspondence up to 5. Link numerals and amounts, e.g. showing the right number of objects to match a numeral, up to 5. Show I am interested in playing with numbers when I share things out in different ways, e.g. 10 farm animals in 2 fields and then in 3 fields and beginning to know there are still 10 animals. Talk about the numbers I see.	Subitise. Link the number symbol (numeral) with its cardinal number value Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5.	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.	<b>This specific area links to Maths, supporting children with their mathematical skills and strategies, enabling them to succeed in the Maths national curriculum.</b> Count in multiples of twos, fives and tens. Represent and use number bonds and related subtraction facts within 20. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more and one less. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Solve one step mathematical problems involving addition and subtraction and missing number problems.

	Numerical patterns	Know the order I need to use things to help me get ready at bedtime or to get dressed. Take part in finger rhymes using numbers.	Use words like 'more', 'lots' and 'same' to describe amounts of objects. Know that if I add a toy to a collection or some food to my plate I have more and if I take something away, I do not have as much. Show you which group of toys or plate of food has 'more'. Know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	Recite numbers in order 1-10 Know that I can count actions as well as objects. Use some number names and words like 'more than' and 'fewer than' when I am playing.	Count objects, actions and sounds Count beyond ten Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	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	Begin to understand multiplication and division.
	Shape, space and measures	Combine objects like stacking blocks and cups and put objects inside others and take them out again. Be able to sort out my toys and other things so that all the same ones are together. Climb onto things and might squeeze myself into different types of spaces. Try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole. Build towers and make long lines across the floor with bricks.	Notice and point out shapes and patterns in pictures and on clothes. Enjoy arranging things into patterns. Sort a collection of objects so that ones that are the same or very similar shape or size are altogether. Compare size and weight using gesture and language, e.g. 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	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'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc 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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Select shapes appropriately, like a flat surface for building onto, a triangular prism for a roof or combine blocks to make a road etc. Talk about and explore 2D and 3D shapes, including in the environment (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and identify the patterns around me, e.g. stripes on clothes, designs on rugs and wallpaper, use informal language like 'pointy', 'spotty', 'blobs'. Extend and create ABAB patterns – stick, leaf, stick, leaf and will notice and correct an error in a repeating pattern. Use and understand words like 'under', 'next to' and 'in front of' to describe where things are. Make comparisons between objects relating to size, length, weight and capacity.	Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	(no ELG) Understand and use correct mathematical language to name and describe 2D and 3D shapes. Use everyday language to discuss length, size, height, weight, time, position and capacity to make simple observations. Read o'clock times on an analogue clock.	Measure and begin to record these measures. Sequence events using language of chronology. Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes, including: cuboids (including cubes), pyramids and spheres]. Tell the time to the hour and half past the hour.
Understanding the World	Past and present	Know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.	Show some appreciation of difference between present and past, for example knows that Grandad was born a long time ago or that they went to the park	Begin to make sense of their own life-story and family's history, e.g. my sister is 2 and I am 3 - I'm the big brother!	Appreciate past, present, and future time. Beginning to notice changes in things, e.g. when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	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	This specific area of learning links with history, geography, science and RE in the National Curriculum. As well as building important knowledge, this area of learning extends their familiarity with words that

	Repeat actions that have an effect; like releasing balls with a hammer on my whacker tray or pouring water to turn the watermill.	'last week' 'yesterday' or 'ages ago' (may not get the time frame accurate).		Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		experiences and what has been read in class. Understand the past through settings characters and events encountered in books read in class and storytelling.	support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. It also supports investigative work, allowing children to develop their enquiry skills - essential in the NC subjects History, Geography, Science and RE.
People, culture and communities	Like to look at and talk to you about photos of people and things that are special to me, such as family members, brothers and sisters, friends, and pets. Like to listen to stories about children and families. Begin to notice differences between people.	Recognise photos of my friends, family and other special people and tell you who they are. Use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby. Be starting to make friends. Talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear.	Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Be interested in the grown-ups I know and talk about where they live and what they do. Remember times that are special to me and talk about them, like the first day I got my scooter or my birthday party. Talk about people and times that are special to me and my family and friends, like 'remember the party when we had fireworks and big bangs'. Be interested in the different jobs that grown-ups do, like fire fighters and doctors. Know that I am special and some things that I do are the same as my friends and some things are different. I might say things like 'I don't eat meat' and 'I go to the same swimming pool as my friends'.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Enquiry skills Raise own simple questions. Carry out simple tests and investigations. Compare, contrast, sort and classify objects/ materials/ living things/artefacts. Use primary and secondary sources to find out information. Collect and record simple data using simple measurements and equipment. Use observations to suggest answers to questions. Communicate findings using some tier 2 and tier 3 vocabulary. History Toys Kings and Queens To place known events and objects in chronological order. To sequence events and recount changes within living memory. Geography Local area and Maps Recognise human features in my locality. Identify the land and sea. Identify the UK on a world map. Be familiar with different types of maps. To draw a simple map of the classroom and plan a route. Science Animals & humans, Materials and Plants Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Identify and name a variety of common wild and common plants. RE Name some religions and festivals that are celebrated by each. (Christianity - Creation, Christmas, Friendship, Palm Sunday, Judaism - Shabbat, Rosh Hashanah and Yom Kippur)
The natural world	Like to explore things indoors and out, to see what I can do with them. Explore natural and man-made materials; I might shake them, tap things with them, look at them, touch them, stroke them, put them in my mouth or pull them to find out what happens. Put things together that belong together, such as a lid on the teapot or a lid on a box Explore and respond to different natural phenomena when outdoors, e.g. scream when it is lightning or giggle when it begins to rain.	Play with toys such as toy cars, trains, animals, and people and talk about what happens as I play with them. Talk about what I see when I play outside, such as splashing in puddles or digging in the mud. Name some animals and features of the natural world, e.g. a sheep and a tree.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Talk about my home and the places that I know like the park, the shops, and the library. Sometimes ask questions about the animals and trees I see. Talk about plants and animals that interest me, like next door's dog that barks and know that we need to water the plants. Talk about why things happen and how things work, like 'where does all the bathwater go when it goes down the plughole?' Know that we have to be careful with animals and plants and remember not to pick the flowers and to stroke the cat gently. Explore and talk about different forces I can feel, e.g. how the wind 'pushes' me along or how I need to 'pull' the trolley. Talk about the differences between materials and changes I notice, e.g. when the chocolate melts or the puddles begin to dry up. Know that there are different countries in the world and they have different features, e.g. some are hot, some are cold.	Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	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.	

Expressive arts and design	Creating with materials	Need to explore lots of different objects and materials to find out what I can do with them. Use chunky pens or crayons to make lines that go up and down and round and round. Explore paint, using fingers and other parts of my body as well as brushes and other tools.	Explore what happens when I use different types of paint, pens, pencils, crayons, paper and glue. Start to make marks intentionally and may name features of my drawings/paintings. Use my imagination as I consider what to do with different objects and materials I have explored, like natural materials or building blocks. Make simple models which express my ideas. Thread large wooden beads onto shoelaces. Know how to hold scissors and be able to open and shut the blades to snip paper. Engage in messy play and explore different textures and materials.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, e.g. representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.	Begin to talk about my drawings or creations before making them. Draw with increasing complexity and detail, such as representing a face with a circle and include other details. Like to draw or paint a picture, make up a dance, song or rhyme in response to something exciting I've done. Construct out-of-doors, building with any materials available. Make lines and build with blocks or construction sets, joining the pieces together to make things like houses, roads, and car parks etc. Know that I can use tools like scissors, spoons, and hammers to do different things. Use the skills I have developed to join different materials together, using glue or different tapes. Explore colour and colour-mixing.	Explore, use and refine 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. Create collaboratively, sharing ideas, resources and skills.	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.	This area links with art, music, design technology, drama and the dance strand within PE in the National Curriculum. It also supports future creative writing. The development of children's artistic and cultural awareness supports their imagination and creativity and builds their cultural capital, enhancing the experiences and opportunities available to children.  Art Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. DT Draw on their own experience to help generate ideas.
	Being imaginative and expressive	Jump, bounce or swing my arms when I hear music or songs that I like. Join in with some of the words and actions I know when you sing my favourite songs. Start to make different sounds, like fast and loud noises, when I am playing musical instruments or exploring everyday things, like spoons, pots, or plastic bowls. Follow my parent or carer around the house and copy domestic activities like making dinner, sweeping up or fixing a shelf. Start to develop pretend play, pretending that one object represents another, e.g. holding a wooden block to my ear and pretending it's a phone, or pretending my teddy is a hungry baby. Spontaneously engages in simple role or make-believe activities. Use my hands to make marks in paint or mud, as I make the marks with my hands, I might make different sounds	Join in with singing my favourite songs and rhymes. Explore the different sounds I can make using musical instruments or objects such as spoons, pots, and bowls Join in with dancing to songs and dancing when I hear musical instruments being played. Create vivid make-believe scenes, including inventing people and objects; like rescuing a dog as a fire fighter, or being a monster that eats all the trees. Enjoy playing on the floor with bricks, boxes, toy trains and dolls, etc. alone, in company, or with other children. Tell you what the different marks I make in my drawings are. Use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or acting out pretend roles that I am interested in, such as	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Be able to sing some familiar songs and are beginning to move with rhythm, especially when I hear music I like. Sing to myself and change songs I know to make up my own songs and rhythms. Play instruments with increasing control to express my feelings and ideas. Move around in different ways when I am happy or excited, sometimes I dance and jump up and down to music. Take part in dramatic make-believe or fantasy play and enjoy dressing-up. Use ordinary things and pretend they are something else, like a spoon is a fire hose and bricks are fish fingers and chips. Start to like some things more than others, sometimes I might like painting and drawing more than dancing or singing. Notice the things that adults do, like cooking, cleaning, and driving, and pretend to do the same. Pretend play something special that has happened to me, like feeding the new baby or going for my first swimming lesson.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	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.	Say how they will make their products suitable for their intended users. Use simple finishing techniques to improve the appearance of their product. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Dance Perform dances using simple movement patterns.

		like 'weeee'.	being a fire fighter or a chef.		Like to play with small world figures and animals and make up stories, like superheroes rescuing people from a building or animals eating the grass.			
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