

## **Progressive Curriculum**

### **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**

##### **What children need to be able to do - Learning objectives INTENT**

Babies will be able to:

- Move their head or body to find sounds that they know when they hear them.
- Listen to different sounds grown-ups make with their voices and can move their arms, legs or body or make noises when they hear them.
- Show you that they like you talking to them by smiling at you, looking at you or moving their arms, legs or body.
- Sometimes become quieter or make noises and move their arms, legs or body, when you talk to them.
- Look at you when you talk to them and will turn their head or body when you stop.
- Enjoy listening to sounds that things they know and grown-ups make.
- Listen when you sing songs and rhymes as you tickle their tummy or play with their fingers and toes.
- Stop what they are doing and listen to a new voice or sound when they hear it.
- Understand what you mean when you use words and actions together. For example, as you wave and say "Bye bye" or use actions as you sing rhymes like "Wind the bobbin up".

Younger Toddlers will be able to:

- Like to move their head, body, arms and legs when they hear music.
- Like to explore toys and other things that look interesting to them.
- Stop what they are doing or playing with if they hear a noise or a grown up talking.
- Watch as you point to things or hold them out to them.
- Point or find the thing when a grown up asks, for example "Where's teddy?" or "Where's your nose?" I can.
- Begin to understand words that are important to them like "cup" or "teddy" by pointing or finding the thing.

**Observation checkpoint**

Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?

Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?

Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"

**Observation checkpoint**

Is the baby using speech sounds (babbling) to communicate with adults?

Around 12 months, is the baby beginning to use single words like mummum, dada, tete (teddy)?

Around 15 months, can the baby say around 10 words (they may not all be clear)?

Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?

**Observation checkpoint**

Around 12 months, can the baby choose between 2 objects: "Do you want the ball or the car?"

**Observation checkpoint**

Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?

Lower Pre-Schoolers will be able to:

- Join in with the sounds that different characters and things make, when you read them a story they like.
- Join in with the actions and sounds that different characters and things make, when you sing rhymes
- Become very engrossed in their play to the exclusion of external influences.
- Tell you the names of toys or things that I want.
- Find a named toy or thing from a basket or box, when asked.
- Understand what to do when asked to do one thing, such as "Throw the ball" or "Put the baby in the bed".

Upper Pre-School Children will be able to:

- Explore and maintain interest in objects and events around them during an their own initiated play
- Explore and maintain interest in objects and events around them during an adult initiated play
- Show their particular characteristics, preferences and interests
- Stop what they are doing to give their attention
- Begin to concentrate during their own chosen activity
- Begin to concentrate during an adult initiated task
- Begin to listen to and enjoys rhythmic patterns in rhymes and stories
- Show interest in play with sounds songs and rhymes
  - Begin to respond to simple requests and grasp meaning from context
  - Begin to understand simple sentences
  - Begin to understand more complex sentences with adult support and pictures and gesture
  - Use action, sometimes with talk, that is largely concerned with the here and now
  - Point to the correct picture to demonstrate understanding of action words ie 'who's running'
  - Point to the correct picture to demonstrate understanding of description words ie 'which one is big'
  - Show understanding of simple concepts ie. Big/little
  - Begin to understand who, what, where in simple questions

---

**Observation checkpoint**

By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?

By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".

---

---

**Observation checkpoint**

Towards their second birthday, can the child use up to 50 words?

Is the child beginning to put two or three words together: "more milk"?

Is the child frequently asking questions, such as the names of people and objects?

Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).

Is the child linking up to 5 words together?

Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.

Can the child follow instructions with three key words like: "Can you **wash dolly's face**?"

---

---

**Observation checkpoint**

Around the age of 2, can the child understand many more words than they can say – between 200–500 words?

Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

---

Nursery Children will be able to:

- Persevere during an adult initiated task
- Follow simple directions from an adult
- Listen to and join in with rhythmic patterns in rhymes and stories
- Show interest in play with sounds songs and rhymes
- Respond to/distinguish between sounds/words
- Join in with repeated refrains
- Anticipate key events and phrases in rhymes and stories

respond to familiar/simple:

- instructions
- questions
- stories
- poems
- rhymes

listen to others in various contexts - when they are interested

- 1:1
- in group situations

- Understand who, what, where in simple questions
- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Understand why and how questions
- Show understanding of prepositions eg on/under/ top/behind etc

#### Observation checkpoint

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?

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”?

Can the child answer simple ‘why’ questions?

Reception children will be able to:

- listen to others in various contexts
- 1:1
- in group situations
- with both peers and adults, both familiar and unfamiliar

respond to new/complex:

- instructions
- questions
- stories
- poems
- rhymes

Children will be able to:

- Follow directions in a range of contexts
- Listen for meaning whilst engaged in activity
- Talk activities through
- Use talk to give new meanings to objects and actions
- Use talk to connect ideas
- Understand humour, e.g. nonsense rhymes, jokes
- Follow a story without pictures or props.
- Respond to ideas expressed by others in conversation or discussion

#### The Early Learning Goal

Children at the expected level of development will:

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- make comments about what they have heard and ask questions to clarify their understanding
- hold conversations when engaged in back and forth exchanges with their teacher and peers

## Speaking

### What children need to be able to do - Learning objectives

Babies will be able to:

- Let you know what they want or how they are feeling by making different noises such as crying, gurgling, babbling and squealing.
- Make sounds and noises that are special to me, when a grown up that they know talks to me them.
- Lift up their arms when they think you are going to pick them up.
- Make different sounds and noises, such as “baba”, “nono” and “gogo” when a grown up talks to them.

Younger Toddlers will be able to:

- Make sounds that match what they are playing with, like “brmmm” for a car.
- Use single words, like “cup” or “daddy” that are important to them.
- Copy new sounds and words that they hear you using as you play with them.
- Use new words, like “more” to tell you that they want “more milk”.
- Look at things to let you know what they want.
- Make up and use their own words, like as “baba” for baby.

Lower Pre-School will be able to:

- Use words that they have heard you say, such as “Oh dear” or “All gone”.
- Start to say two word phrases such as “want ball” or “more juice” to tell you what they want or need.
- Use lots of everyday words that are important to them, such as “banana”, “go”, “drink” or “more” to tell you things.
- Begin to ask you questions, like “What’s that?” and “Why?”.
- Sometimes talk about things that pictures or toys remind them of, of things that they have seen or done that are related.

Upper Pre-School Children will be able to:

- use single words/phrases/sentences and gestures to communicate
- use a growing vocabulary to communicate
- use simple statements and questions
- ask questions such as what, when, where, who
- begin to use word endings such as I am going rather than I go
- begin to use plurals.
- respond to others communications verbally

Begin to maintain conversations with:

- familiar adults/peers in 1:1 situations
- familiar adults/peers in group situations
- 

Nursery Children will be able to:

- use different types of everyday words eg, nouns, verbs adjectives

Maintain conversations with:

- familiar adults/peers in 1:1 situations
- familiar adults/peers in group situations

Begin to maintain conversations with:

- unfamiliar adults/peers in 1:1 situations
- unfamiliar adults/peers in group situations

Initiate conversations with:

- familiar adults/peers in 1:1 situations
- familiar adults/peers in group situations
- take turns in conversations and discussions
- use a widening range of words to express or elaborate ideas
- extend vocabulary by grouping and naming

- use language for an increasing range of purposes
- beginning to talk about people and things that are not present
- Begins to use a range of tenses in their talk

Use speech to:

- Ask questions
- Talk about things that have happened
- Talk about things that are important to them
- Imagine and pretend
- Respond appropriately to questions about stories when new or unfamiliar vocabulary is used

Reception Children will be able to:

Maintain conversations with:

- unfamiliar adults/peers in 1:1 situations
- unfamiliar adults/peers in group situations

Initiate conversations with:

- unfamiliar adults/peers in 1:1 situations
- unfamiliar adults/peers in group situations

Use speech to:

- Identify objects/movements
- Communicate ideas and feelings
- Report/recall
- Sequence events
- Predict
- Ask and answer questions
- Give instructions
- Describe
- Reason/explain
- Imagine/pretend
- Categorise
- Use new words learnt through recent topics/experiences/stories in their self-initiated play or through discussions

### **The Early Learning Goal**

Children at the expected level of development will:

- Participate in small group 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.

## **Personal, Social and Emotional**

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.

---

### **Observational Checkpoint**

Around 7 months, does the baby respond to their name and respond to the emotions in your voice?

Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?

Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?

Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

---

### **Self-Regulation**

#### **What children need to be able to do - Learning objectives**

Babies will be able to:

- Seek grown ups' faces and voices when they are feeling upset, worried, tired or hungry.
- Snuggle into grown ups that they know when they are feeling upset, worried or tired.

Toddlers will be able to:

- Seek comfort through holding, rocking, speaking or singing from known adults
- Show you that they are happy, worried or excited by the noises that they make, by opening and closing their eyes or the way they move their arms and legs.
- Show you that they know how other people are feeling by smiling back at a grown up when they smile at them and becoming upset when they hear another child crying.

Lower Pre-Schoolers will be able to:

- Go to a grown up that they know when they are feeling excited, happy, tired or cross.
- Seek a special comforter (teddy, blanket etc) and will use it when they are feeling tired or upset.
- Let a grown up that they understand, wash me, change my nappy or get me dressed.

Upper Pre-Schoolers will be able to:

- Use facial expressions and body movements to demonstrate that they understand others emotions (they will look worried if they hear someone they know crying or happy and excited if they hear a grown up that they know.)
- Show exasperation, they will get cross when they want to do things for themselves and can't do them.
- Know which toys are theirs, which toys are their friends and that sometimes they have to share toys with their friends.
- Show interest in objects and events around them in their own chosen activity
- Take pleasure in learning new skills

Nursery Children will be able to:

- Follow instructions from an adult
- Express their own feelings
- Begin to understand others may not feel as they do in certain situations
- Seek comfort from adults
- Respond to what others may be feeling
- Respond to what others may ask of them
- Begin to show concern when others are upset
- Begin to be able to self-regulate their own emotions with support
- Begin to distract themselves from negative emotions
- Share and take turns with adult support
- Show interest in objects and events around them during an adult set task
- Explore and maintain interest in objects and events around them during their own initiated activity
- Explore and maintain interest in objects and events around them during an adult initiated play

Reception Children will be able to:

- Show their particular characteristics, preferences and interests
- Follow simple directions from an adult
- Concentrate during their own chosen activity
- Concentrate during an adult initiated tasks
- Respond to the feelings and wishes of others
- Understand that their actions result in consequences
- Begin to identify their own feelings
- Understand that their words and actions can hurt others
- Share and take turns independently
- Adhere to key rules independently
- Show care and concern for others, for living things and the environment
- Understand that they cannot always have things the way they want
- Form their own rules and consequences in their play
- Understand what is right, what is wrong and why

Children will be able to:

- Follow directions in a range of contexts
- Listen for meaning whilst engaged in activity
- Persevere during their own chosen activity
- Persevere during an adult initiated task



- Use their initiative to extend their learning
- Show confidence and motivation
- Consider the consequences of their words and actions
- Consider the consequences of others words and actions
- Show confidence and the ability to stand up for own rights
- Stop themselves from doing something they shouldn't do
- Learn that their voice and actions have effects upon others
- Learn that they have similarities and differences that connect them to, and distinguish them from others

respond to new/complex:

- instructions
- questions
- stories
- poems
- rhymes

### **The Early Learning Goal**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and beginning 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 actions

### **Managing Self**

#### **What children need to be able to do - Learning objectives**

Babies will be able to:

- Laugh and gurgle to tell you that they like being tickled or lifted up.
- Use their voice or look at you to get your attention and tell you that they want you to be with them.
- Enjoy adults physical touch, ie cuddles, stroking their cheeks or patting their backs.
- Show you that they are upset, tired or hungry by making noises such as crying or by moving their arms, legs or body.
- Show you that they know when it is meal time by looking at you, their food or drink or by making noises or moving their arms and legs to tell you that they are excited or ready.

Toddlers will be able to:

- Find their nose, eyes or tummy when you play games or sing songs like “Round and round the garden”.
- Know that when they make different noises and sounds with their voice you will help them or play with them.
- Use pointing or looking to tell you what they want or need.
- Begin to understand that when you say “yes” they can do or have something and when you say “no” they have to stop doing something or can’t have something
- Open their mouth when they see the spoon you are going to feed them with.
- Hold their own bottle or lidded cup.
- Pick up food between their thumb and fingers, hold it in a fist grasp and lift their hand up to their mouth.
- Begin to use a spoon. They can lift the spoon up to their mouth, but sometimes the food falls off before they put the spoon in their mouth.
- Lie still or lifting their legs up into the air to help at nappy changing.
- Begin to tell you, by pointing or making a face, that they have filled their nappy.

Lower Pre-Schoolers will be able to:

- Go and play with new toys by themselves
- Begin to use their toys to pretend they are something else, such as pretending my teddy is a baby.
- Try to do things for themselves, such as putting their boots on, and will tell you “no” if you try to help them.
- Sometimes, with grownups support, respond to instructions/rules appropriately.
- Tell you what they like and don’t like to eat and drink.
- Begin to try new things to eat.
- Hold a lidded cup in both hands and not spill too much drink as they put the cup to my mouth.
- Tell you when they need their nappy or pants changed.
- Tell you when they need to sit on the potty or go to the toilet.
- Help you when you get them dressed and undressed by finding their clothes and trying to put them on.
- Find their wipes and new nappy and give them to you at changing time.

Upper Preschool children will be able to:

- Sustain healthy emotional attachments through familiar, trusting, safe and secure relationships
- Demonstrate needs through gesture or simple words
- Choose where to play
- Begin to use talk to express needs and wants
- Demonstrate a sense of self as an individual – eg will say no
- Respond to a few appropriate boundaries with support
- Be willing to try new foods, textures and tastes
- Communicate their needs for things such as food, drinks and when they are uncomfortable
- Recognise when they may be in danger and seek support from adults
- begin to be able to wash and dry own hands
- drink from a cup without a lid
- help with some undressing
- help with some dressing
- use some implements for eating and drinking
- indicate when they require changing/toileting
- begin to use potty/toilet by themselves

Nursery Children will be able to:

- Begin to be assertive and self assured when others have realistic expectations of their competence
- Explore new environments/experiences with adult support
- Begin to recognise danger and know who to turn to for help
- Feel pride in their own achievements
- Show increasing confidence in new situations
- Have a sense of personal identity
- Express own preferences and interests
- Share talk about own experiences
- Share talk about things from home
- Ask for help when needed
- Understand that rules exist
- Follow simple routines and begins to make choices on their own
- Adhere to key rules reinforced by an adult

Nursery children will be able to recognise:

- the importance of keeping healthy
- elements which contribute to healthy living
- show emerging autonomy in self-care
- show awareness of own needs with regard to eating, sleeping and hygiene

Nursery children will be able to:

- Manage their own toileting needs
- Make a choice independently
- Communicate preferences
- Manage simple dressing and undressing skills
- Identify their own property
- Care for their immediate environment with adult support

Reception children will be able to:

- Use appropriate vocabulary to express own needs and wants
- Use appropriate vocabulary to express opinions
- Use appropriate vocabulary to talk about their interests
- Enjoy responsibility
- Be confident to talk about own work and achievements
- Talk about self in positive terms
- Independently adhere to setting rules and understands why these are necessary
- Begin to be able to resolve conflict independently
- show awareness of a range of healthy practices with regard to eating, sleeping and hygiene
- observe the effects of activity on their bodies
- Manage sophisticated dressing and undressing skills
- Care for their immediate environment independently
- Appreciate the need for hygiene

## **The Early Learning Goal**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own personal hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

## **Building Relationships**

### **What children need to be able to do - Learning objectives**

Babies will be able to:

- Look at faces and move their arms and legs to show that they like to be with other babies and grown ups
- Look at faces and can copy movements a grown up makes with their face, like sticking out their tongue, opening and closing their mouth or making their eyes bigger.
- Show you that they like you talking to them by moving their arms and legs, making their eyes bigger and opening and closing their mouth.
- Show you that they are interested in what you are doing by looking at and watching you.
- Show that they like you to hold them or cuddle them by snuggling up to you, smiling, looking at your face or stroking you.

Toddlers will be able to:

- Use noises, words, pointing or touch to start a conversation with you.
- Begin to make friends with special grown ups.
- Seek help from a grown up that they know when they are playing with children or visiting a new place for the first time.
- Watch what their friends are doing.

Lower Pre-Schoolers will be able to:

- Play next to other children.
- Seek comfort from a known grown up when they are feeling tired, worried or upset.
- Play turn taking games, like rolling a ball back and forth, with a grown up.

Upper Pre-Schools will be able to:

- Respond to known peers and adults
- Respond to familiar peers and adults
- Play alongside others
- Choose who to play with
- Begin to show some concern for others
- Show affection towards those they are close to
- Go to adults for support
- Begin to play with other children and form friendships

Nursery Children will be able to:

- Play co-operatively with support from familiar adults

- Initiate contact with known peers and adults
- Maintain contact with known peers and adults
- Interact in 1:1 situations with known peers and adults
- Interact in 1:1 situations with familiar peers and adults
- Interact in a group situation of known peers
- Interact in a group situation of familiar peers, establishing friendships
- Demonstrate friendly behaviour - gesture, facial expression and words

Reception children will be able to:

- Initiate conversations
- Take account of what others say
- Adapt their behaviour in order to maintain the contact/ interaction
- Understand there needs to be agreed codes of behaviour for groups to work together
- Work co-operatively in group situations
- Able to attend to agreed rules
- Seek solutions to conflict

### The Early Learning Goal

Children at the expected level of development will:

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

#### Observational Checkpoint

#### Around the age of 3

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?

#### Around the age of 4

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?

**Note:** watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

#### Observational checkpoint

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

## **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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<b><u>Gross Motor Skills</u></b>
<b><u>What children need to be able to do - Learning objectives</u></b>
<p>Babies will be able to:</p> <ul style="list-style-type: none"><li>• Move their head or body when they hear noises and see things or people.</li><li>• Hold their heads up.</li><li>• Move their arms and legs in different ways such as waving and kicking.</li><li>• Roll over from their back on to their tummy and from their tummy on to their back.</li><li>• Use their arms to help them lift their head and then their chest, when they are lying on their tummy.</li></ul> <p>Toddlers will be able to:</p> <ul style="list-style-type: none"><li>• Sit up on the floor.</li><li>• From sitting, lean forward to pick up a small toy with their hand.</li><li>• Pull myself up so that I am standing, by holding onto things.</li><li>• Move around the floor by crawling, bottom shuffling or rolling over and over.</li><li>• Hold onto a grown up or furniture, like a sofa, to help them lift one foot up at a time, step sideways and walk by themselves.</li><li>• Walk when a grown up holds one or both of their hands.</li><li>• Walk by themselves.</li></ul>
<p>Lower Pre-Schoolers - will be able to:</p> <ul style="list-style-type: none"><li>• Walk upstairs when a grown up holds their hand.</li><li>• Come downstairs backwards on their knees, holding on to the steps and come down one step at a time</li></ul>
<p>Upper Pre-School Children will be able to:</p> <ul style="list-style-type: none"><li>• Have a biological drive to use their bodies and develop their physical skills</li><li>• Move spontaneously within a space</li><li>• Begin to respond to signals to stop</li><li>• Begin to negotiate space effectively</li><li>• Begin to have some control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it</li><li>• Walk upstairs or downstairs holding onto a rail two feet to a step.</li><li>• Demonstrate increasing control when using large equipment</li><li>• Climb up a ladder on a climbing frame</li><li>• Kick a large ball</li></ul>

Nursery children will be able to:

- respond to signals to stop
- negotiate space effectively
- adjust speed and direction appropriately
- use a range of large equipment such as balls, hoops, bean bags etc with some accuracy/control
- demonstrate increasing control when using large equipment
- use increasing control over an object, such as a ball,
- confidently uses climbing equipment
- combine and repeat a range of movements
- demonstrate the control needed to hold a shape or fixed position
- manage body to create intended movements
- move in a variety of ways (run, hop, jump, slither, crawl, swing, scramble, roll, slide, shuffle, climb)
- engage in activities requiring hand-eye co-ordination

Reception children will be able to:

- move in a variety of ways (run, hop, jump, slither, crawl, swing, scramble, roll, slide, shuffle, climb)
- balance on different parts of their body
- experiment with different ways of moving
- move at different heights
- move confidently and safely
- show increasing control in using equipment for climbing, scrambling, sliding and swinging

### **The Early Learning Goal**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

---

#### **Observation checkpoint**

Does the baby move with ease and enjoyment?

At around 12 months, can the baby pull to stand from a sitting position and sit down?

Can the baby pick up something small with their first finger and thumb (such as a piece of string)?

Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.

---

#### **Observation checkpoint**

Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

---

## Fine Motor Skills

### What children need to be able to do - Learning objectives

Babies will be able to:

- Look at and play with their hands and feet.
- Reach out and touch things that are near to them.
- Hold things in their hand that are near to them.
- Explore things by putting them in their mouth

Toddlers will be able to:

- Hold a toy, like a brick, in each hand and bang them together.
- Pick up something small, like a brick or grape, between their thumb and fingers.
- Hold a chunky pen or crayon in their whole hand or in a fist grasp and explore the marks I can make.

Lower Pre-School will be able to:

- Know that when they move a chunky crayon or pen round, up and down and across, the marks they make on the paper look the same as the way they moved their hand.
- Begin to use simple tools such as paint brushes, glue sticks, spoons etc

Upper children will be able to:

- Use tools and materials for particular purposes
- Turn pages in a book
- Begin to engage in activities requiring hand-eye co-ordination
- Make random marks with their hands, fingers and some tools
- Begin to show some control in their use of tools and equipment
- Hold a small jug to pour own drink
- Can use a spoon and fork at meal times

Nursery Children will be able to:

- begin to understand that equipment and tools have to be used safely
- explore malleable materials by patting, stroking, squeezing, poking, pinching and twisting
- draw lines and circles using gross motor movements (i.e. water painting, sky writing etc)
- begin to use anticlockwise movement and retrace vertical lines
- handle writing tools effectively using the tripod grip
- complete simple writing patterns/movements
- uses cutlery at mealtimes and can use a knife to chop/cut

Reception Children will be able to:

- show increasing control and skill in using mark making implements and drawing have an increased level of detail and accuracy
- show increasing control and skill in using construction sets and small world activities
- manipulate materials to achieve a planned effect
- use simple tools to effect changes to materials
- understand that equipment and tools have to be used safely
- explore malleable materials by patting, stroking, squeezing, poking, pinching and twisting
- manipulate materials to achieve a planned effect
- use simple tools to effect changes to materials with an increasing level of accuracy
- write some letters which are correctly formed
- write all letters, most of which are correctly formed



### **The Early Learning Goal**

Children at the expected level of development will:

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

## **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**

#### **What children need to be able to do - Learning objectives**

Babies & Younger Toddlers will be able to:

- Enjoy having songs and rhymes sung to
- Enjoy having simple interactive stories and books read to them

Lower Pre-Schoolers will be able to:

- Have favourite rhymes and songs and join in with the actions and songs.
- Share stories with you and can find their favourite stories for you to read to them.

Upper Pre-Schoolers will be able to:

- begin to develop story lines within play
- fill in missing words from known stories and rhymes
- begin to respond appropriately to questions about stories read to them, using words from the text
- begin to use story related vocabulary and new words heard in texts in their own play, ie role play, small world or story sacks

Nursery Children will be able to:

- begin to develop story lines within play
- retell familiar stories
- identify characters in stories
- identify the structure of stories
- predict how the story may end

<p>Reception Children will be able to:</p> <ul style="list-style-type: none"> <li>• change elements of familiar stories</li> <li>• create their own stories</li> <li>• begin to use words learnt through recent texts/topics/experiences in their self-initiated play and during discussions</li> <li>• recognise the difference between fiction and non-fiction texts</li> <li>• use non-fiction texts to gain information ( i.e. brochures, leaflets, reference books, manuals etc)</li> <li>• understand how non-fiction texts are organised</li> </ul>
<p style="text-align: center;"><b>The Early Learning Goal</b></p> <p>Children at the expected level of development will:</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> <li>• Anticipate - where appropriate - key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>
<p style="text-align: center;"><b><u>Word Reading</u></b></p> <p style="text-align: center;"><b><u>What children need to be able to do - Learning objectives</u></b></p>
<p>Babies will be able to:</p> <ul style="list-style-type: none"> <li>• Enjoy having songs and rhymes sung to</li> <li>• Enjoy having simple interactive stories and books read to them</li> </ul> <p>Toddlers will be able to:</p> <ul style="list-style-type: none"> <li>• Enjoy holding books and looking at the pictures in them.</li> </ul>
<p>Lower Pre-Schoolers will be able to:</p> <ul style="list-style-type: none"> <li>• Share stories with you and can find their favourite stories for you to read to them.</li> </ul>
<p>Upper Pre-Schoolers</p> <p><u>Process</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Show an interest in books, stories and rhymes</li> <li>• Identify some favourite stories, rhymes, songs, poems and jingles</li> </ul> <p><u>Letters and Sounds</u></p> <p>Children will be able to discriminate between:</p> <ul style="list-style-type: none"> <li>▪ everyday objects which are dissimilar</li> <li>▪ everyday objects which are similar</li> <li>▪ letters and pictures</li> </ul>
<p>Nursery</p> <p><u>Process</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• know that pictures and symbols carry meaning</li> </ul>

- sequence and predict events
- understand book organisation
- hold books the correct way up and turn pages
- understand the difference between pictures and print
- understand print orientation
- recognise/read their own name and environmental print

#### Letters and Sounds

Children will be able to

discriminate between:

- letters and pictures
- different letters, particularly those that are significant to them
- identify words in speech

identify, match, predict and produce:

- syllabic sequences
- rhyming pairs
- alliterative phrases
- initial sounds in words

#### Reception

##### Process

Children will be able to:

- read some common and key words
- read some irregular words
- read some complex words using phonic awareness
- begin to apply phonic knowledge in reading
- read simple sentences

#### Letters and Sounds

Children will be able to

- hear and say the initial sounds in words
- know which letters represent some of the sounds
- short vowel sounds within words
- final sounds in words
- match letter sounds to letter shapes
- be able to orally blend sounds
- be able to segment sounds within words
- show an understanding that sometimes 2 letters make a sound (digraphs) and apply this knowledge in their reading

#### **The Early Learning Goal**

Children at the expected level of development will:

- Say a sound for each letter of the alphabet and at least 10 digraphs (2 letters that make one sound)
- 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

## Writing

### What children need to be able to do - Learning objectives

Babies and toddlers will need to experience:

- Hearing words and learning to use these.
- Exploring what happens when they use their hands and feet.
- Holding a chunky pen or crayon in their whole hand or in a fist grasp and explore the marks they can make.
- Moving a chunky crayon or pen round, up and down and across

Lower Pre-School

#### Process

will be able to:

- Begin to understand the difference between pictures and print
- Begin to understand that print carries meaning
- Hold a toy, like a brick, in each hand and bang them together.
- Pick up something small, like a brick or grape, between their thumb and fingers
- Hold a chunky pen or crayon in their whole hand or in a fist grasp and explore the marks I can make.
- Hold a chunky crayon/pencil and make marks that go across, up and down or round and round

#### Letters and Sounds

will be able to discriminate between:

- everyday objects which are dissimilar
- everyday objects which are similar
- letters and pictures

Lower Pre-Schoolers will be able to:

- Hold a chunky pen or crayon in their whole hand or in a fist grasp and explore the marks they can make.
- Know that when they move a chunky crayon or pen round, up and down and across, the marks they make on the paper look the same as the way they moved their hand.
  - Make random marks with their hands, fingers and some tools
  - Begin to show some control in their use of tools and equipment
- draw lines and circles using gross motor movements (i.e. water painting, sky writing etc)
- begin to use anticlockwise movement and retrace vertical lines
- handle writing tools effectively
- complete simple writing patterns/movements

## Upper Pre-Schoolers

### Process

children will be able to:

- understand the difference between pictures and print
- understand that print carries meaning
- understand that print remains constant
- make marks to communicate meaning
- use their developing visual and aural discrimination skills in conjunction with letters
- use their phonic/letter knowledge in their emergent writing

### Content

Children will be able to:

- with adult support understand different purposes of writing (invitations, lists, memos, cards, letters etc) and 'have a go' at producing these

### Letters and Sounds

Children will be able to

discriminate between:

- letters and pictures
- different letters, particularly those that are significant to them
- identify words in speech

identify, match, predict and produce:

- syllabic sequences
- rhyming pairs
- alliterative phrases
- initial sounds in words

Nursery Children will be able to:

- show increasing control and skill in using mark making implements
- write some letters which are correctly formed
- write all letters, most of which are correctly formed

### Process

Children will be able to:

- use their phonic/letter knowledge in their emergent writing
- spell simple CVC and common words
- write simple sentences
- identify simple punctuation and understand their purpose
- use simple punctuation in their writing

## Reception

### Content

Children will be able to:

- understand different purposes of writing ( invitations, lists, memos, cards, letters etc)
- identify significant features of different purposes of writing
- use significant features of different purposes of writing independently

write simple:

- stories

- captions
- sentences and phrases
- lists
- instructions
- poems/rhymes
- non-fiction texts

### Letters and Sounds

Children will be able to

- hear and say the initial sounds in words
- know which letters represent some of the sounds
- short vowel sounds within words
- final sounds in words
- match letter sounds to letter shapes
- be able to orally blend sounds
- be able to segment sounds within words

### **The Early Learning Goal**

Children at the expected level of development will:

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

## **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**

#### **What children need to be able to do - Learning objectives**

Babies will be able to:

- notice when there is one thing or when there are lots of things (up to 3 things) in a bowl or basket
- recognise when something is added to a group of objects

Toddlers will be able to:

- join in with saying number names as you sing rhymes and songs with me.
- distinguish between pictures/letters and numbers

Lower Pre-schoolers will be able to:

- say some number names in a random order when singing songs or playing with toys.
- develop an awareness of number names through their enjoyment of action rhymes and songs that relate to numbers
- say some counting words randomly
- identify numbers in the environment
- have some awareness of 1 and 2 especially when the number is important to them

Upper Pre-Schoolers will be able to:

- show curiosity about numbers by offering comments and asking questions
- use some number names in play
- sometimes match number and quantity correctly
- recognise groups of 1,2 or 3 objects
- recognise some numbers of personal significance
- begin to use number names in correct order

Nursery Children will be able to:

- use some number names and number language spontaneously
- use some number names accurately in play
- recite number names in order ( up to 10)
- count by touching/moving objects
- count symbols, actions etc. that cannot be moved
- count numbers of objects in a group accurately (up to 10)
- count out a given number of objects from a mass of objects
- recognise numerals
- begin to recognise quantities without counting by recognition of familiar patterns eg dice, dominoes etc
  - up to 3
  - up to 5

Reception Children will be able to:

- count by touching/moving objects
- count symbols, actions etc. that cannot be moved
- count numbers of objects in a group accurately (up to 20)
- count out a given number of objects from a mass of objects
- recognise numerals
- begin to recognise quantities without counting in unfamiliar patterns or those in random arrangements
  - up to 3
  - up to 5
- continue the count in the sequence
- continue the count from a given number
- give the total number of objects in 2 sets by counting on from the first
- match the correct number of objects to a given numeral (to 10)
- through practical experiences and rhymes begin to recall number bonds to 5 - addition

- through practical experiences and rhymes begin to recall number bonds to 5 - subtraction
- recall number bonds to 5 - including subtraction
- through simple songs/rhymes and activities begin to recall some number bonds to 10
- through practical activities and rhymes begin to know some double facts to 10
- recall double facts and number bonds to 10
- begin to recognise simple quantities without counting by recognition of patterns - ie dice/dominoes etc
- give the total number of objects by recognising quantities - to 5

### **The Early Learning Goal**

Children at the expected level of development will:

- have a deep understanding of number to 10, including 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

### **Numerical Patterns**

#### **What children need to be able to do - Learning objectives**

Babies will be able to:

- notice when there is one thing or when there are lots of things (up to 3 things) in a bowl or basket
- recognise when something is added to a group of objects

Toddlers will be able to:

- watch you hide a toy under a blanket and then look for it.

Lower Pre-Schoolers will be able to:

- know that when you hide a toy under a blanket they will find it under the blanket.
- sort out their toys and things so that all the same ones are together.

Upper Pre-Schoolers will be able to:

- create and experiment with symbols and marks
- use some number language such as more and a lot
- show curiosity about numbers by offering comments and asking questions
- begin to use words such as 'more' 'a lot' to describe amounts

Nursery Children will be able to:

- match the correct number of objects to a given numeral (up to 10)
- continue the count in the sequence
- continue the count from a given number
- estimate how many objects in a group
- classify by organising and arranging toys with increasing intent
- categorise objects according to their properties
- begin to make comparisons between quantities
- know that groups of things change in quantity when something is added or taken away
- compare two groups of objects saying when they have the same number



Reception children will be able to:

- recite number names in order (up to 20)
- estimate how many objects in a group
- show an interest in number problems
- separate a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same
- compare 2 different sets of objects and identify more and fewer
- give the total number of items in 2 groups of objects by counting them all
- say the number that is one more than a given number
- give the number of objects in a group when some are removed
- understand that when objects are added to a set the number is more
- understand that when objects are removed the number is fewer
- give one more and one less than a given number
- through rhymes and songs and practical activities begin to explore odds and evens
- solve simple calculation problems and use appropriate language – doubling, halving sharing etc
- recognise patterns within odds and evens

### **The Early Learning Goal**

Children at the expected level of development will:

- verbally count beyond 20, recognising the pattern of the counting system
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

**Shape, Space and Measures is no longer assessed at the end of the EYFS, however it remains as a part of the statutory Education Programme. Below are developmental pathways to support children's learning, these will also benefit attainment within the two ELG's for number**

### Shape, Space and Measures

#### What children need to be able to do - Learning objectives

Babies will be able to:

- Play with things and find out what they can do with their hands, feet and body.

Toddlers will be able to:

- Point to a picture in a book or a toy when you ask them “Where’s the big teddy?” and “Where’s the little teddy?”
- Recognise things that they use at mealtimes, bedtime or when they have their nappy changed.

Lower Pre-Schoolers will be able to:

- Try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.
- Build towers and long lines across the floor with bricks.
- Know the order they need to use things to help them get ready at sleep time or to get dressed.
- Know that when they see you with your coat they are going outside or when they see their cup and bowl on the table it is time to have a drink and something to eat.

### UPPER PRE SCHOOL

#### Shape and space

Children will be able to:

- Attempt to fit shapes into spaces on inset boards and jigsaw puzzles
- Use blocks to create their own simple structures and arrangements
- Enjoy filling and emptying containers
- Notice simple shapes and patterns in pictures

#### Measures (weight, length, height, time, size, capacity money, position)

Children will be able to:

- understand variations in size and understands some simple size vocabulary
- use some simple size vocabulary
- understand bigger than and enough
- understand some talk about immediate past and future
- can use some simple vocabulary related to time/routines

#### Pattern

Children will be able to:

- notice simple patterns in pictures
- use a variety of familiar objects to make arrangements

### NURSERY

#### Shape and space

Children will be able to:

- Begin to categorise objects according to shape or size
- Show awareness of similarities in shapes in the environment
- Observe and use positional language
- Use shapes appropriately for tasks
- Talk about shapes and arrangements
- Talk about shapes of everyday objects
- Talk about how shapes are the same and different

#### Measures (weight, length, height, time, size, capacity money, position)

Children will be able to:

- order 2 or 3 things by height, length or size
- order 2 or 3 things by weight or capacity
- use everyday language related to time
- use everyday language related to money
- recognise when objects have similar or dis-similar properties

#### Pattern

Children will be able to:

- identify patterns in the environment
- show interest in pattern through sustained play with arrangements
- copy simple patterns (action, colour, shape, size number and rhythm patterns)

### RECEPTION

#### Shape and space

Children will be able to:

- Match shapes by recognising similarities and orientation
- Begin to use mathematical names for 2D and 3D shapes
- Select a named shape
- Find items from positional and directional clues
- Identify shapes using appropriate language
- Sort shape by different criteria

- Select shapes appropriately for a particular purpose

#### Measures (weight, length, height, time, size, capacity money, position)

Children will be able to:

- compare and match measures using appropriate language
- order measures using appropriate language
- estimate measures for comparisons
- sequence events and times of the day using appropriate language
- use non-standard units to measure objects

#### Pattern

Children will be able to:

- continue patterns (action, colour, shape, size number and rhythm patterns)
- create patterns (as above)
- show an awareness of symmetry

- Children use everyday language to talk about size to compare quantities and objects and to solve problems.
- Children use everyday language to talk about weight to compare quantities and objects and to solve problems.
- Children use everyday language to talk about capacity to compare quantities and objects and to solve problems
- Children use everyday language to talk about position to compare quantities and objects and to solve problems.
- Children use everyday language to talk about distance to compare quantities and objects and to solve problems.
- Children use everyday language to talk about time to compare quantities and objects and to solve problems
- Children use everyday language to talk about money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **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**

#### **What children need to be able to do - Learning objectives**

Babies need to develop relationships with grownups.

Toddlers will be able to:

- look at and talk to you about photos of those who are special to them, such as family members, brothers and sisters, friends and pets.
- listen to stories about children and families

Pre-Schoolers will know and understand about:

- Themselves
- How to make friends
- Begin to recognise patterns in the day - lunchtime etc

Pre-Schoolers will be able to:

- Be curious about people and show interest in stories about themselves and their family
- Talk about their own experiences
- Begin to imitate and act out through role play familiar events and home life scenarios
- Begin to understand that they have similarities and differences that connect them to, and distinguish them from others

Nursery Children will know and understand about:

- themselves and those in their familiar community ie playgroup members

will be able to:

- Express feelings about a significant personal events that have happened to them
- Describe significant events for family or friends
- Talk about their own experiences and events that have taken place
- Talk about events that are going to take place
- Show interest in different occupations and ways of life
- Associate a sequence of actions with daily routines
- Talk about past and present events in their lives
- Understand some talk about immediate past and future, eg. Before, soon, later
- Recognise some special times in their lives and the lives of others
- Remember and talk about significant events in their own experiences

Reception children will be able to

- talk about past and future events
- respond to and use the language of time
- sequence events and compare objects to identify new and old
- observe and identify change over time
- ask questions about things that have happened
- gain information about past events from first and second-hand experiences
- gain information about different people in their community from first and second-hand experiences

## **The Early Learning Goal**

Children at the expected level of development will:

- Talk about the lives of 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

## **People, Cultures and Communities**

### **What children need to be able to do - Learning objectives**

Babies need to develop relationships with grownups.

Toddlers will be able to:

- look at and talk to you about photos of those who are special to them, such as family members, brothers and sisters, friends and pets.
- listen to stories about children and families.

Pre-Schoolers will know and understand about:

- Themselves
- That special people are a source of sustenance, comfort and support
- How to make friends

Children will be able to:

- Be curious about people and show interest in stories about themselves and their family
- Talk about their own likes and dislikes - ie food/clothes etc
- Begin to imitate and act out through role play familiar events and home life scenarios
- Begin to understand that they have similarities and differences that connect them to, and distinguish them from others
- Select those they want to play with

NURSERY Children will know and understand about:

- themselves and those in their familiar community ie playgroup members cultures and beliefs

Children will be able to:

- Express feelings about a significant personal events
- Describe significant events for family or friends
- Talk about their own experiences and events that have taken place
- Show interest in different occupations and ways of life
- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- identify features within the local environment/or within small world play
- comment and ask questions about where they live and the natural world
- investigate their local environment and cultures through first and second hand experiences
- express their likes and dislikes in the local environment
- show curiosity and interest in objects and living things within the environment
- respond to things of interest to them
- identify aspects of their surroundings
- begin to make and use simple maps in their play

RECEPTION Children will know and understand about:

- themselves and those in the wider community ie a range of cultures and beliefs

Children will be able to

- Gain awareness of the cultures and beliefs of others
- Feel a sense of belonging to own community and place

Children will be able to:

- describe and talk about what they see, making close observations
- investigate within the environment to identify key features
- explore differences in different environments
- explain how one environment differs to another
- recognise the similarities and differences between life in one country to another
- show an awareness of cause and effect and relations
- show curiosity about why things happen and how things work
- predict what might happen
- ask questions and suggest solutions and answers
- record their findings and observation
- use a range of media to explore different environments, such as maps, ICT and books

### **The Early Learning Goal**

Children at the expected level of development will:

- Describe the 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 upon their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - where appropriate - maps

## The Natural World

### What children need to be able to do - Learning objectives

Babies will be able to:

- move their eyes and head when I want to look at things.
- look around for things that they would like to play with.
- smile at things that they like to play with.
- like to kick or shake things that make a noise, like a mobile or rattle, over and over again.

Toddlers will be able to:

- watch what adults do as they play with them using toy cars, toy animals and toy people.
- watch adults hide a toy under a blanket and then look for it.
- find things after they have dropped them into a bowl or basket.
- like banging things, like bricks, together and filling up boxes and baskets with things.
- find out that things can be used in different ways, like a ball can be rolled or kicked or that a toy car can be pushed

Lower Pre-Schoolers will be able to:

- explore things to see what they can do with them. They might shake them, hit things with them, look at them, touch them, put them in their 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.

Upper Pre-Schoolers will be able to:

- Be curious about their environment
- Talk about their local environment
- Begin to identify features within the local environment/or within small world play
- Begin to comment and ask questions about where they live and the natural world
- Play with small world toys and talk about what happens as they play with them

Nursery children will be able to:

- identify features within the local environment/or within small world play
- comment and ask questions about where they live and the natural world
- investigate their local environment through first and second hand experiences
- express their likes and dislikes in the natural world
- express their likes and dislikes in the manmade world
- show curiosity and interest in objects and living things
- make simple pictures of objects and living things
- respond to things of interest to them
- identify aspects of their surroundings
- identify different materials and their properties
- use their senses safely to investigate
- show care and concern for living things
- talk about why things have happened
- talk about how things work

Reception Children will be able to:

- describe and talk about what they see, making close observations
- compare and separate objects and materials which have similar and different properties
- investigate objects to identify key features
- develop an understanding of growth, decay and changes over time
- show an awareness of cause and effect and relations
- show curiosity about why things happen and how things work
- predict what might happen
- identify patterns in the environment
- identify patterns in nature
- identify change
- ask questions and suggest solutions and answers
- record their findings and observation through drawings

### **The Early Learning Goal**

Children at the expected level of development will:

- 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 around them, drawing on their experiences and what has been read in class
- understand some important processes and changes in the natural world around them, including 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**

#### **What children need to be able to do - Learning objectives**

Babies need to explore lots of different things to find out what they can do with them.

Toddlers will be able to:

- Explore the marks they make as they use a chunky pen or crayons or use their hands in bubbles, mud or paint.
- Explore what happens when they use their hands to pull, squash and squeeze dough.

Lower Pre-School will be able to:

- Explore lots of different things to find out what they can do with them..
- Use chunky pens or crayons to make lines that go up and down and round and round.

Upper Pre-Schoolers will be able to:

- seek to make sense of what they see, hear, smell, touch and feel



- use mark making tools and other materials to explore colour
- experiment with different mark makings, using a range of media and materials

Nursery Children will be able to:

- begin to combine movement, materials, media and marks
- begin to be interested in and describe texture of things
- explore colour and differentiate between colours
- choose particular colours to use for a purpose
- differentiate marks and movements on paper
- use their bodies to explore texture and shape
- use their bodies to explore three-dimensional structures
- talk about personal intentions, describing what they were trying to do
- use a variety of artistic techniques (painting, drawing, collage, sculpting, moulding, shading, colour mixing)
- create constructions, collages, paintings and drawings
- works creatively on large and small scales

Reception children will be able to:

- Begin to make simple props to support their play
- select appropriate resources and adapts work where necessary when making props for play
- select tools and techniques needed to shape, assemble and join materials they are using
- respond to comments and questions, entering into dialogue about their creations
- explore what happens when they mix colours
- understand that different media can be combined to create new effects
- experiment to create different textures

#### Evaluating

Children will be able to:

- talk about their work
- talk about what they enjoyed doing
- talk about their likes and dislikes of their work
- identify ways to improve their work

#### Planning

Children will be able to:

- decide what to make prior to embarking upon the task
- decide what materials will be used to complete the task
- plan the process through which the task will be completed
- design an object

### **The Early Learning Goal**

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**

### **What children need to be able to do - Learning objectives**

Babies and toddlers will need experiences that enable them to:

- Play with lots of different things to find out what they can do with them.
- Develop relationships with grownups.
- Hear words and learn to use them.

Lower Pre-Schoolers will be able to:

- Copy actions, like clapping or waving, that they see a grown up doing.
- Show you that they like music and songs by patting the floor with their hands, opening and closing their hands or wriggling their body and legs.
- use their hands to make marks in paint or mud.
- as they make the marks with their hands they make different sounds like “weeee”.
- pretend that a toy or thing is something else, such as pretending that their teddy is a baby.
- Jump, bounce or swing their arms when they hear music or songs that they like.
- Join in with some of the words and actions they know when you sing their favourite songs
- Start to make different sounds, like fast and loud, when they are playing musical instruments or everyday things like spoons, pots or plastic bowls.

Upper Pre-Schoolers will be able to:

- Pretend that one object represents another, especially when objects have characteristics in common.
- Begin to use pretend play resources dressing up, home play areas etc
- Begin to make-believe by pretending
- Create simple representations of events, people and objects
- Begin to use representations as a form of communication
- join in with favourite songs and rhymes
- join in with dancing to music when they hear it
- use musical instruments and sound makers to explore sounds

Nursery Children will be able to:

- Enjoy joining in with dancing and ring games
- Sing a few familiar songs
- Sing to themselves and make up simple songs
- Tap out simple repeated rhythms and make some up
- Move rhythmically to different genres of music
- Explore how they can change and adapt sounds
- Capture experiences and responses with music
- Capture experiences and responses with dance,
- Capture experiences and responses with paint
- Capture experiences and responses with materials
- Capture experiences and responses with words/actions
- Develop preferences for forms of expression
- Imitate what is observed and then doing it spontaneously
- Use available resources to create props to support role-play
- Participate in role and imaginative play with confidence
- Develop a repertoire of actions by putting a sequence of movements together.
- Re-enact familiar stories and scenarios

Reception Children will be able to:

- recall and sing a repertoire of songs
- use and differentiate between different instruments
- introduce a storyline or narrative into their play
- play with other children who are engaged in the same theme sharing some ideas
- play co-operatively as part of a group to act out a narrative
- use imaginative and role play to communicate and express ideas, thoughts and feelings
- Imitate and create movement in response to music
- Use their repertoire of songs and dances in imaginative ways
- Explore the different sounds of instruments as a response to stimulus
- Move rhythmically as a response to stimulus

#### **The Early Learning Goal**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time to music