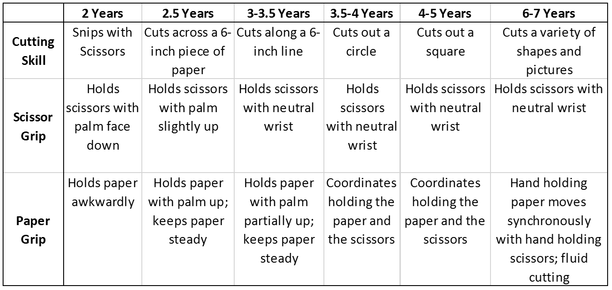
**Langar Church of England Primary School**

**Curriculum and Assessment Guidance**



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| Summary Goals – F2 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **PSED – Self Regulation** | Begins to develop confidence and cooperation. | Increasing ability to share, recognise emotions of self and show good manners. | Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. | Starts to consider the feelings of others. | Begins to understand how others might be feeling- to show empathy. | Early Learning Goal |
| **PSED – Managing Self** | Begins to develop confidence with children and sustained interest in play. Manages coat, toilet with help, and cutlery. | Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. | Develops confidence in new situations. Understands classroom expectations. | Developing a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. | Increased confidence and resilience and this can include supporting peers. | Early Learning goal. |
| **PSED – Building Relationships** | Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. | Initiates play, recognises some emotions better and follows instructions. | Can identify when they require support or help. Can start to play in a group more effectively. | Increasingly able to share, take turns and respond positively to other children. | Starts to understand the needs of other children and their own feelings. | Early Learning goal. |
| **PD – Gross Motor Skills** | Shows an increasing awareness of what their own body can do. Engages with physical play. | Becoming increasingly aware of the space around them and what they can do in the space. | Refining the way they move in the space around them. | More confident and proficient in their movements and in using objects and equipment. | Early learning goal |  |
| **PD – Fine Motor Skills** | Begins to make marks and shapes using simple equipment. | Uses a wider range of equipment to make more refined shapes and marks, models, and construction. | Adds more detail to shapes and objects created as control increases. | Shows increased control to use a range of tools to create more complex shapes, objects and writing. | Early learning goal |  |
| **CAL – Listening, Attention and Understanding** | Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). | Demonstrates good listening through increased interaction. | Showing an understanding of a broader vocabulary. | Initiates interactions and shows an understanding of more complex questions. | Begins to express own opinions and justify them | Early Learning Goal |
| **CAL - Speaking** | Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc | Starts to interact with more confidence. | Starts to use more appropriateness, structure and vocabulary. | Uses more complex vocabulary. | Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes. | Early Learning goal |
| **Literacy (L) - Comprehension** | Shows an interest in reading often choosing a book to look at themselves or with friends. | Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. | Can answer questions about the content of a book and shows an interest in reading by themselves. | Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class. | Can answer more complex questions about books and stories. | Early learning goal |
| **Literacy (L) - Writing** | Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play. | Children mark make consistently as part of their play and can talk about the meaning of their marks. | Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal. | Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident. | Writes recognisable letters and words and reads back what has been written. |  |
| **Maths (M) - Number** | Count objects and select the numeral card (1-5). | Use five frames and talk about the significance of the formation. Count the total number of objects in 2 groups. | Subitise to five. Count on without starting at 1. | Use ten frames and talk about the arrangements. Start to estimate. | Order, identify, subitise, combine and manipulate numbers to ten. | Early learning goal |
| **Maths (M) – Numerical Patterns** | Uses the language of counting confidently and as part of play. | Starts to understand one more and one less. | Identifies pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles. | Can use more, fewer, less when talking about numbers and quantities. | Knows 1 more/ less than. | Early learning goal |
| **Maths (M) – Shape, Space and Measure** | Identify simple 2D shapes in the environment. | Know that the world is made of 2D and 3D shapes.  Recognises 2D shapes and their properties. | Know some units of measure. | Uses language of time when talking about the day and events in their life.  Recognises some 3D shapes. | Recognise mathematical features of some shapes.  Starts to explore problems including shape. | Problem solves using what they know about measure. |
| **Understanding the world (UW) - Past and Present** | Can talk about their own family and the people around them describing features about them. | Starts to talk about the passage of time and understands significant events in their own timeline. | Starts to understand events outside their own timeline. Understands ‘different’. | Talks about events of personal significance. Starts to understand ‘similarity.’ | Sequences events using time specific vocabulary. | Early learning goal |
| **Understanding the world (UW) – People, Culture and Communities** | Knows features of their own environment. | Knows some features of a different environment and what makes it different | Knows there are locations beyond their own and that these are represented in different ways. | Knows that there are different and significant celebrations. | Identifies some features of personal significance and some features that others find significant. | Early learning goal |
| **Understanding the world (UW) – The Natural World** | Notices features of the immediate environment. | Starts to talk about changes like the weather. | Starts to show curiosity and wonder when involved in investigations. | Shows some understanding of difference. | Starts to talk about the passage of time in relation to changes. | Early learning goal |
| **Expressive Arts (EAD) – Being Imaginative and Expressive** | Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. |  | Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of. |  | Early learning goal |  |
| **Expressive Arts (EAD) – Creating with Materials** | Beginning to understand colour, shape and space. Knows how to put things together in a basic way. |  | Children’s creations are more clearly representational and outcomes have a more easily identifiable purpose. |  | Early learning goal |  |

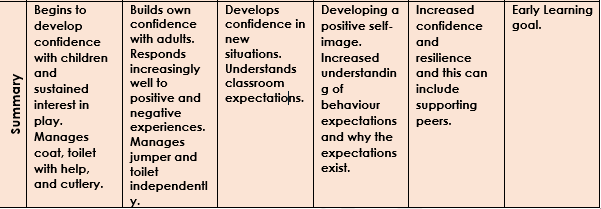


F2 Benchmarking Documents

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| **Personal, Social and Emotional Development: Self-regulation**  ELG:  - Shows 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 focussed 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. | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Behaviour | Talks with others to solve conflicts with support. | Shares resources with support from an adult.  Respects the property of the setting and those belonging to others. | Beginning to resolve conflicts with others, **with support** and without aggression. | Translates behaviour expectations to different environments and adults, e.g, sits quietly in the hall for assembly, but talks to friends during lunchtime. | Talk with others to solve conflicts independently.  Distance oneself from any unpleasant or inappropriate behaviour by others. | ELG  Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. |
| Awareness of feelings | Separates from main carer in new setting.  Talks about things of immediate interest to them. | Can express their own present emotions. | Express their feelings. | Can reflect on how they felt in a specific situation.  Identify and moderate their own feelings socially and emotionally.  Can manage a range of emotions in a classroom setting. |  | ELG  Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. |
| Others feelings (empathy) |  | Can recognise simple emotions in others. | Beginning to consider the impact of their own actions on others. | Consider the feelings of others | Begins to understand how others might be feeling- to show empathy. | ELG  Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. |
| Challenge | Explores new environment and resources. | Wait their turn during question and answer sessions on the carpet.  Raises hand to speak during carpet sessions. |  | Waits their turn when an adult is speaking to someone else in the environment.  Refrain from interrupting other speakers in all situations. |  | ELG  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. |
| Engagement | Knows to look and listen when an adult is speaking.  Sits on the carpet next to others during ‘class teach’. Some support is needed to settle.  Follows one step instructions directed specifically to them, e.g., referred to by their name. | Follows simple repetitive daily routines with support. | Enters a classroom / space quietly and sits down without fussing reading to begin an activity.    Works with peers calmly and shares resources with others.  Follows simple repetitive daily routines.  Engages fully with tidy up times even when in play. | Starts tasks quickly and maintains focus during completion. |  | ELG  Give focussed 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 |
| **Summary** | **Begins to develop confidence and cooperation.** | **Increasing ability to share, recognise emotions of self and show good manners.** | **Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.** | **Starts to consider the feelings of others.** | **Begins to understand how others might be feeling- to show empathy.** | **Early Learning Goal** |

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| **Personal, Social and Emotional Development: Managing Self**  ELG: -  - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  - Explain reasons for rules, know right from wrong and try to behave accordingly;  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | | | |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Confidence | Confident to talk to other children when playing | Confident in asking adults for help.  Welcomes and values praise for achievements. | Becoming more confident in new social situations. | Takes responsibility for their self and their own belongings. | Show confidence in the face of an unfamiliar activity or situation. | ELG:  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules. |
| Resilience |  | Complete an activity for a sustained period. | Begin to self-reflect.  Learn from their mistakes to improve an outcome next time. | Complete an activity with focus and attention to detail, ignoring distractions. | Show resilience and perseverance in the face of challenge. | ELG  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules. |
| Following Rules | Knows and understands what the classroom behaviour expectations are. | Meets the classroom behaviour expectations with support and guidance. | Beginning to follow classroom behaviour expectations independently. | Recognises how and when they meet the behaviour expectations. | ELG:  Know right from wrong and try to behave accordingly | |

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| Making choices | Selects and uses activities of interest. | Enjoys the responsibility of carrying out small tasks. | Will participate in a wide range of activities. | Will select and use appropriate activities and resources to complete a successful outcome. | Is confident supporting peers to make choices in order to complete a successful outcome. |  |
| Personal Health | Manage their outer clothing, e.g., put their own coat on, take it off and hang it on their peg.  Use the toilet independently and wash their hands when reminded – not necessarily able to clean themselves properly.  With encouragement, children will make healthy choices about food, drink, sleep and physical activity.  Begin to use a cutlery correctly with support. | Can remove their own jumper.  Go to the toilet and are clean and dry throughout the day.  Independently wash their hands with soap and water without reminders.  With encouragement, children will make healthy choices about food, drink, sleep and physical activity. | Can get dressed and undressed with support.  Understand why we wash our hands.  Identify what healthy choices are. | Can get dressed and undressed with support  Understands and knows how to protect themselves against different weather conditions- clothing, sun cream drinking water etc.  Knows the importance of making healthy choices. | Can get dressed and undressed independently. Might need help with tricky items, e.g., buttons.  Talks about why we make healthy choices.  Begin to use cutlery independently. | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |



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| **Personal, Social and Emotional Development: Building Relationships**  ELG:  - 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. | | | | | | |
| **Language of Opinion:** I like / don’t like…. It is good/nice/beautiful. It is not nice  ‘What do you think?’ I think…. I think it will…. It will… because…. I think…because…. I think that…. | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Relationships/cooperation | Demonstrates friendly behaviour, initiating interactions.  Play is kept going by responding to what others are saying or doing. |  | Engage more actively in group work. | Build constructive and respectful relationships.  Is able to share and take turns successfully. | Takes steps to resolve conflicts with other children, e.g., finding a compromise. | ELG:  Work and play cooperatively and take turns with others. |
| Play | Plays in a group, extending and elaborating play ideas. | Initiates play, offering cues to my friends to join me. | Can return to their play after a break and commence and extend its focus. | Alters play depending on interactions and ideas from others. | Tries to include others in their play who may be reluctant to participate. | ELG  Work and play cooperatively and take turns with others. |
| Attachments | Demonstrate friendly behaviour, initiating interactions with peers and other familiar adults. | Forms relationships with friends and familiar adults. | Starts conversations and consider what others say | Spend time with their chosen friendship group as well as other groups. | Can express their gratitude and congratulate others for their kindness e.g. when they help, support you. | ELG  Form positive attachments to adults and friendships with peers. |
| Aware of own needs | Is becoming less adult reliant when experiencing emotions. | Is starting to be able to identify simple emotions and how they can affect them. E.g. happy, sad, angry. | Can identify when they require support or help. | Starts to find solutions to issues and problems they have | Is starting to control their emotions in order to not affect their friends | ELG  Show sensitivity to their own and others’ needs. |
| Sensitivity to others | Listens to adults and responds appropriately. | Is able to follow simple instructions and requests. | Listens to peers as well as adults. | Show sensitivity when dealing with peers.  Start to accept that we need to be polite to everyone, even if we disagree with them. | Starts to identify how best to respond to another individual when that individual is expressing emotion. | ELG  Show sensitivity to their own and others’ needs. |
| **Summary** | **Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.** | **Initiates play, recognises some emotions better and follows instructions.** | **Can identify when they require support or help. Can start to play in a group more effectively.** | **Increasingly able to share, take turns and respond positively to other children.** | **Starts to understanding the needs of other children and their own feelings.** | **Early Learning goal.** |

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| **Communication and Language: Listening, Attention and Understanding**  Early Learning Goal (ELG):   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction * 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. | | | | | | |
| **Language of Deduction:**  I think…because…, It is…because…, It has…because… Why do you think this is a…? What can you see? Why did…happen? …happened because… | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Social rules of listening | Knows to look and listen when an adult is speaking  Begins to show what good listeners do – eyes looking, ears listening, sitting still and quiet for a short period of time (5-10 minutes) | Raises hand to speak during carpet sessions.  Takes turns talking to an adult.  Understands the expectation of listening carefully,  - Will maintain sustained eye contact with the speaker whilst listening.  - Show that they are listening by giving the speaker their full attention. | Waits their turn when an adult is speaking to someone else in the environment with support.  Understand why listening is important.  Takes turns talking to a friend in the environment. | Plays and listens to friends at the same time.  Show that you have listened by commenting on something that has been said. | Show that they have listened by adding to something the speaker has said.  Decide whether they agree or not with the points made by the speaker.  Responds to other children’s opinions. | ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction,  Hold conversation when engaged in back and forth exchanges with their teacher and peers. |
| Listening to what is read with understanding | Listens to a picture book story that is stage appropriate.  (repetitive).  Identify characters in a story. | Joins in with stories and rhymes they like.  Follow a story with props and pictures to support.  Begins to learn and use new vocabulary with support. | Engages in storytime/ non fiction and make comments about what is happening.  Listens to and talks about books applying new knowledge and vocabulary. | Remembers key points from a story told without props or pictures. | Build a picture in the mind about the story (and expresses this) | ELG:  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction, |
| Listening, retelling & recounting and performing. | Can remember what happens in a story.  Listens to songs with repetition and joins in. | Begins to retell stories in their play.  Learns songs as a whole class to present to others.  Begins to repeat familiar refrains in stories e.g. Run, run as fast as you can you can’t catch me I’m the Gingerbread Man. | Take on different roles in their play.  Acts out familiar stories in their own play.  Learns rhymes and poems in small groups.  Shows preference for favourite stories. | Innovate stories into their own everyday play.  Listens carefully to rhymes poems, and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Understands rhyme and makes up their own e.g. Humpty Dumpty sat on a wall, Humpty Dumpty kicked a ball. | 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 with exact repetition and some in their own words.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.  Performs a range of rhymes, poems and songs off-by-heart (from memory). |
| Listening & learning | Show an understanding of simple questions. | Can answer simple questions. |  | Can answer more complex questions. | Can use simple questions.  Ask questions to find out more and to check they understand what has been said to them. | ELG Make comments about what they have heard and ask questions to clarify their understanding |
| Listening to following instructions | Follows one step instructions directed to the. | Follow simple two step instructions.  Respond to own name and will change my activity when encouraged to by adults. | Follows two step instructions that include prepositions. | Respond to a string of requests one after another (not quickly). | Follow a series of instructions directed to them as a group. | ELG: Listen attentively and respond to what they hear. |
| **Summary** | **Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).** | **Demonstrates good listening through increased interaction.** | **Showing an understanding of a broader vocabulary.** | **Initiates interactions and shows an understanding of more complex questions.** | **Begins to express own opinions and justify them** | **Early Learning Goal** |

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| **Communication and Language: Speaking**  Early Learning Goal (ELG):   * Participates 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 feeling 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. | | | | | | |
| **Language of Deduction:**  I think…because…, It is…because…, It has…because… Why do you think this is a…? What can you see? Why did…happen? …happened because…  **Language of Opinion:** I like / don’t like…, It is good/nice/beautiful, It is not nice  ‘What do you think?’ I think…, I think it will…, It will… because…, I think…because…, I think that…, | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Voice (physical) | Will interact using their voice. | Has confidence to express themselves using their voice. | Able to pronounce most phonemes accurately. | Speak at an appropriate volume. | Explores new vocabulary, sounds and intonation. |  |
| Social rules of speaking | Greets adults in the setting politely and looking at them.  Looks at someone when they are being spoken to. | Uses their manners when speaking to adults in the classroom setting.  Raises hand to speak during carpet sessions. | Contribute to a group discussion. | Waits their turn when an adult is speaking to someone else in the environment with support.  Uses their manners when speaking to peers and other adults in the school environment.  Develops social phrases e.g. Good Morning. How are you? | Responds to others by building on what the speaker has said.  Contribute purposefully to a class discussion. | ELG  Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary; |
| Retelling & recounting and performing. | Will listen to longer stories and join in with familiar refrains; can remember what happens.  Listens to songs with repetition and joins in. | Begins to retell stories in their play.  Learns songs as a whole class to present to others. | Take on different roles in their play.  Acts out familiar stories in their own play.  Learns rhymes and poems in small groups. | Innovate stories into their own everyday play.  Learn rhymes, poems and songs.  Actively engages in storytime. | 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 with exact repetition and some in their own words.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | ELG  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| Speaking for a purpose (Content - Cognitive) |  | Explains something using simple sentences, including ordering, stating what happened and what might happen.  Begins to use words to organise and sequence events. | Uses observations in their speech to clarify meaning or give simple detail. | Plan what they will say before starting to converse.  Uses words accurately to organise and sequence events. | Describe events with some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  . | ELG  Express their ideas and feeling 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. |
| Sentence structure/grammar (linguistic) | Use sentences that are well formed. (However, they may still have some difficulties with grammar. For example,  saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went‘) | Starting to link simple sentences.  Uses some irregular plural nouns, e.g., ‘men’, ‘teeth’. | Ask questions to check they understand what has been said to them.  Beginning to use and describe in the present tense when something is happening | Beginning to use and describe in past tense something that has happened. | Articulate their ideas and thoughts in well-formed sentences. | ELG  Express their ideas and feeling 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. |
| Vocabulary (linguistic) | Copies and practices and explores the meaning of new vocabulary taken from topics stories and non-fiction texts. | Uses new vocabulary / phrases in play and communication throughout the day. | Uses language to create a story in imaginative play.  Explores new vocabulary, sounds and intonation.  Vocabulary starts to include a wider range of simple adjectives. | Applies new vocabulary in their play/imaginary play and new contexts.  Use new vocabulary in different contexts. | ELG  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate; | |
| **Summary** | **Begins to show the physical attributes of a good speaker. Eg face the person they are communicating with etc** | **Starts to interact with more confidence.** | **Starts to use more appropriateness, structure and vocabulary.** | **Uses more complex vocabulary.** | **Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.** | **Early Learning goal** |

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| **Flexibility and spatial awareness** | Shows control, flexibility and awareness of own body, for example, runs and jumps confidently landing safely on two feet.  Moves in a variety of ways for example, skipping, slithering, shuffling.  Can copy simple dance moves and gestures (like tip toe around the room). | Shows improved spatial awareness.  Is aware and follows safety rules, for example, not running near the climbing frame area.  Can move body parts in response to music. (Stamping and clapping).  Negotiates obstacles when running in a large space. | Adjusts speed and direction, for example, when in chasing games.  Travels skilfully and safely on and around, for example, on the climbing frame. over and through.  Can start to express feelings using music. | Can move in a wide range of ways with flexibility and spatial awareness, for example, skilfully and confidently:   * Rolls * Crawls * Jumps * Hops * Skips * Climbs   Can start to respond and move their bodies to stimulus, for example, to faster or slower music.  Can replicate and make up simple dances. | **Physical: Gross motor skills**  *ELG: Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.* |
| **Hand, eye coordination** | Shows some hand eye coordination with larger objects. This could be throwing or kicking a large ball. | Improved hand eye coordination, for example, can now catch a large ball. Can throw a soft ball into a bucket. | Further hand eye coordination, for example, can throw a large ball with increased control- to a friend.  Shows increasing control, for example, can hold a small ball (ping pong) on a spoon | Good hand eye coordination, for example, can throw and catch a smaller ball (tennis ball) and can skilfully throw/kicks a large ball. Might be able to pop bubbles with one finger, trace a shape or line with one finger. |
| **Balance** | Starts to develop balance by safely uses equipment in the playground. For example, a fireman’s pole or balance beam and starts to sit crossed legged on the carpet. | Shows increasing balance by, for example, balancing on one foot and can hop confidently, using a balance bike, scooter etc | Balances when using climbing equipment. *For example - from one stepping tyre to the next.*  *Walks, jumps, hops to sound.* | Can self-balance, for example, when walking across a PE bench.  Understands how to pull themselves onto something higher (climbing frame) |

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| **FS2 Physical: Gross motor skills**  *ELG: Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.* | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

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| **Strength** | Shows some core strength by standing in one place, running in a straight line or by carrying large building blocks with 2 hands. | Demonstrates better core strength by balancing on one foot or on a plank and can sit comfortably in school chair. | Core strengths is further improved and demonstrates better posture whilst sitting at the table or on the carpet. |  |  |
| **Summary** | **Shows an increasing awareness of what their own body can do. Engages with physical play.** | **Becoming increasingly aware of the space around them and what they can do in the space.** | **Refining the way they move in the space around them.** | **More confident and proficient in their movements and in using objects and equipment.** | **Early learning goal** |

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| **FS2 Physical Development: Fine motor**  *ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery, begin to show accuracy and care when drawing.* | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Control** | Shows some control when making a variety of marks using available resources.  Can control larger shapes, for example, draws large scale lines and circles.  Gives meaning to marks they have made. | Shows increasing control and awareness, for example, beginning to draw people (head with legs).  Further control, for examples, drawings include-squares, rectangles and circles, crosses, and letters.  Controlling some letter shapes well, for example, adder letters and caterpillar letters are formed correctly.  Some lower-case letters are formed correctly.  Shows control to hold and play instruments. | Control when drawing people details emerging such as fingers, arms, and trunk.  Majority of letters are recognisable, and the majority formed correctly. | Can control tools well to make more complex pictures, for example, combines shapes to create another (a rectangle and a circle to form a hat).  Better control means that majority of letters are recognisable, and the majority formed correctly.  Controls their limbs, for example, keeps a steady beat when playing an instrument and can tap a rhythm to words.  Shows control when filling in a template with coloured pencils or paint.  Cuts around circles and other shapes with control. | *ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery, begin to show accuracy and care when drawing.* | |
| **Dexterity** | Diagram  Description automatically generated  Some dexterity, for example, five finger grasps used, uses threading equipment with control.  Uses large paint brush.  Uses large scale simple construction to create simple models (Duplo). | Increasing dexterity, for example, uses/holds scissors correctly or using a knife and fork with support/modelling by an adult.  Dexterity and strength allows children to squeeze, roll, and pinch playdough.  Uses medium brushes. | Tripod grasp used.  Uses smaller scale threading equipment with control (beads).  Uses smaller construction.  Using a knife and fork to cut softer foods.  Uses a hole punch and treasury tags. | Diagram  Description automatically generated  Dexterity is good as tripod grip used and with good control.  Gaining confidence in using a knife and fork to cut up own food.  Joins using hole punches and split pins.  Holds a smaller paintbrush correctly. |
| **Flexibility** | Develops hand and wrist flexibility. | Has dominant hand for writing. This hand shows increasing flexibility. | Shows more flexibility when handling tools like a pencil to make shapes and letters. | Can use glue sticks and twist the end when needed.  Letters are formed correctly and writing is more fluid. |  | |
| **Summary** | **Begins to make marks and shapes using simple equipment.** | **Uses a wider range of equipment to make more refined shapes and marks, models, and construction.** | **Adds more detail to shapes and objects created as control increases.** | **Shows increased control to use a range of tools to create more complex shapes, objects and writing.** | ***Early learning goal*** | |

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|  | **Literacy Comprehension:**  ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories, use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. | | | | | |
|  | **The Language of Retelling** – Events and story telling  …happened first. Next…happened. Then…happened. …happened last. Next…and…happened. At the end…happened.  …happened in the beginning. …happened in the middle. …happened in the end. | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Holds a book and turns the pages from the front to the back.  Understands what a letter is.  . | Understands what a word is.  Tells a story to a friend.  Will ask for help when they do not understand a word. | Understands what a sentence is.  Talks about settings, characters and key events in books.  Re-read corrections when an adult points out where they have gone wrong.  Answers simple retrieval questions. | Talks about their favourite book.  Re-read books to build up their understanding and enjoyment.  Answer simple sequencing questions.  Recognise and join in with predictable or repetitive phrases.    Answers prediction questions based on what has happened so far. | Anticipate (where appropriate) key events in stories.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Beginning to answer simple inference questions, e.g., can infer what a character by what they say and do.  Show an awareness of punctuation (full stops) and when reminded, pause when reading. | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Answer simple vocabulary questions.  Beginning to check the text makes sense and self-correct when a mistake is made.  Beginning to link what they have read or heard to their own experiences. |
| **Summary** | **Shows an interest in reading often choosing a book to look at themselves or with friends.** | **Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.** | **Can answer questions about the content of a book and shows an interest in reading by themselves.** | **Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class.** | **Can answer more complex questions about books and stories.** | **Early learning goal** |

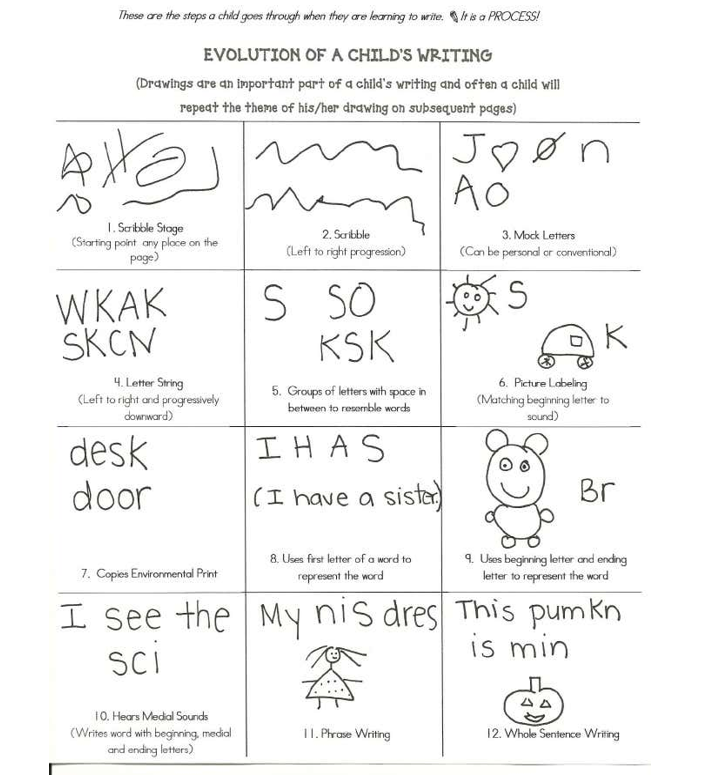
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| **Literacy: Word Reading**  *ELG: Say a sound for each letter in the alphabet and at least 10 diagraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.* | | | | | | |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phonics | Orally segment and blend words.  Beginning to recognise some individual letters (Phase 2) by saying the soun  Oral blending, sounding out and blending with 23 new grapheme-phoneme correspondence.  12 new harder to read and spell words. | Recognise all 26 alphabet letters by saying the sounds for them.  Blends sounds together to read VC or CVC words containing Phase 2/3 individual graphemes. (WR12)  Begins to read words and sentences  Oral blending  Sounding out and blending with 29 new GPCs  32 HRS words  Revision of phase 2 | Fluently reads CVC words and captions using Phase 2 Letters and sounds.  Recognise some letter groups that each represent one sound (digraphs + trigraphs) and say sounds for them. E.g., sh, ch, th, ng  Track words in  Oral blending  Sounding out and blending with 29 new GPCs  32 HRS words  Revision of phase 2 | Begins to read words and sentences containing Phase 3 Letters and Sounds.  Knows grapheme / phoneme for long vowels ‘ai, ee, igh, oa and oo’  (moon)  Read words with initial two letter ‘  Oral blending  Sounding out and blending with 29 new GPCs  32 HRS words  Revision of phase 2 | ELG: Say a sound for each letter in the alphabet and at least 10 diagraphs  Fluently reads words and sentences containing Phase 3 Letters and Sounds.  Knows grapheme/ phoneme for ‘oi, ow, ar, or, ur  Read words with  Oral blending  No new GPCs  No new HRS words  Word structure – cvcc, ccvc, ccvcc, cccvc, cccvcc  Revision of phase 2 and Phase 3 | ELG: Read words consistent with their phonic knowledge by sound blending.  ELG: (Fluently) read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.  Know  Introduction to Phase 5 for reading.  20 new GPCs  16 new HRS words |

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| Grapheme – phoneme correspondence | Reads and identifies:  s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,s,ss,h,b,f,ff,l,ll, | j,v,w,x,y,z,zz,qu,ch,sh,th (voiced and unvoiced) ng,nk,ai,ee,igh,  oa  -es | Ar,ur,oo,or,ow,oi,ear,air,ure,er,ow | Review of all gpcs taught so far | Cvcc / ccvc / cccvcc  -ed / ed/  -ed / t/  -ed / d/  -er  -est | Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c |
| Harder to read and spell words | Reads words: I, the, no, put, of, is, to, go, into, pull, as, his, | he, she, buses, we, me, be, push, was, her, my, you | They, all,are,ball,tall, when,what | Said, so, have, were, out. Like, some, come, there, little, one, do, children, love | Recap of all words taught so far | Oh their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very |

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| **Literacy: Writing**  *ELG: Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others.* | | | | | | | | | |
|  | | Autumn 1 | | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Handwriting | Draws their own large scale lines and circles (clockwise).  Uses tools for mark marking with increasing control.  Uses threading equipment with increasing control and confidence.  Five finger grasps used. | | Ladder Letters  ‘l, i, t, u, y, and j’ are correctly formed.  Curly Caterpillar Letters ‘c, o, a, d, e, g, q, s, and f’ are correctly formed.  Has dominant hand for writing.  Uses pincers and tweezers with increasing control and confidence.  Can copy shapes, letters and numbers | | One Armed Robot Letters ‘r, n’ m’ k’ b’ and p’ are correctly formed.  Majority of letters are recognisable.  Tripod grasp used. | | Zig Zag Letters ‘v, w, x, and z are correctly formed  All of letters are recognisable, and the majority are formed correctly.  Sit with a straight back with my feet on the floor.  Diagram  Description automatically generated | Majority of letters sit correctly on the line.  Angles/tilts paper to one side to get the correct position.  A picture containing text, picture frame  Description automatically generated  Digits 0-9 are correctly formed.  Some capital letters are correctly for.med | ELG: Write recognisable letters, most of which are correctly formed*.* |
| Spellings/phonics (words and captions) | Identify sounds in own name and other familiar words.  Beginning to write some individual letters (Phase 2) by saying the sounds for them | | Writes words containing the phase 2 graphemes known.  Writes a captions containing the phase 2 graphemes known. *Might need support to retain sentence.*  E.g.,  the cat sat on the mat.  **Spells Phase 2 HFW from Letters and Sounds** | | Writes a captions containing the phase 3 graphemes known.  Spr1 - *Might need support to retain sentence.* | | | | ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Knows grapheme / phoneme for ‘er, air, ear’.  Applies Phase 2 and Phase 3 graphemes to their writing. |
| Knows grapheme / phoneme for the digraphs ‘sh, ch, th, ng’ | | Knows grapheme / phoneme for long vowels ‘ai, ee, igh, oa and oo’(moon)  **Spells Phase 3 HFW from Letters and Sounds** | Knows grapheme/ phoneme for ‘oi, ow, ar, or, ur |

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| Spellings of target words |  | **Spells Phase 2 HFW from Letters and Sounds** |  | **Spells Phase 3 HFW from Letters and Sounds** |  |  |
| Schools complete this according to their own approach |  |  |  |  |  |

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| Composition (including grammar and punctuation) | Can tell an adult about what they have drawn or painted.  Audio storytelling  Children use spoken language to retell stories (maybe supported by a sentence stem)  Emergent writing continued Children are beginning to mark make in the environment during continuous provision (some words may have the correct initial letter(s).  Create representations of people, objects and events. | Copies print in the environment, e.g., door  Begins to label pictures (sometimes with initial sounds / letters known)  Gives meaning to the marks as they write.  Is mark making during continuous provision with a purpose. *Words may have a group of letters* with a space in between. | Orally rehearses a sentence with support before writing.  Writes simple sentences as a result of discussing ideas with the teacher (guided/shared writing)  Uses a finger space in between words. | Uses pictures (b/m/e) to plan a story.  Composes their own sentence(s) before writing.  Uses a full stop at the end of some sentences.  Says what they have written. | Transitional writing  Uses a capital letter at the beginning of some sentences.  Write sentences with HFW and decodable words that match the school’s phonic programme.  Reads back what they have written to check it makes sense. | ELG:  Write simple phrases and sentences that can be read by others.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. |
| **Summary** | **Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.** | **Children mark make consistently as part of their play and can talk about the meaning of their marks.** | **Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.** | **Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.** | **Writes recognisable letters and words and reads back what has been written.** |  |



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| **Mathematics: Number**  *ELG:*  Children at the expected level of development will:   * *Have a deep understanding of number to 10, including the compositions 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.* | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| number | Select the correct numeral to represent 1 to 5 objects.  Recognise some numerals of personal significance | Select the correct numeral to represent 1 to 10 objects.  Know the written symbols for numbers.  Link the number symbol (numeral) with its cardinal number value. | Is able to count on from a set amount and not count all individually. | Estimate how many objects I can see (showing understanding of relative size) and check by counting them. | Will put numerals in order with increasing confidence (ordinality).  Shows awareness that numbers are made up  (composed) of smaller numbers, exploring  partitioning in different ways with a wide range of  objects | *Have a deep understanding of number to 10, including the compositions of each numbers,* |
| Place Value/cardinality | Recognise up to three objects in a visual formation without having to count them.  Represents group of objects using mathematical images that are of significance to the child. | Place objects in five frames and begin to discuss the relevance of the arrangements.  Provides a visual model to represent number values. | Recognise up to five objects in a visual formation without having to count them. | Place objects in tens frames and discuss the relevance of the arrangements. | Recognise up to seven objects in a visual formation without having to count them.  Begins to conceptually subitise larger numbers by  subitising smaller groups within the number, e.g.  sees six raisins on a plate as three and three | *Subitise up to 5,*  *Have a deep understanding of number to 10, including the compositions of each numbers,* |
| calculation | Count objects and give the total number in the group. | Find the total number of items in two groups by counting all of them.  Discuss mathematical calculations and problems using appropriate vocabulary. | Realise that counting on gives a larger number. | Realise that counting back gives a smaller number.  In practical activities, adds one and subtracts one  with numbers to 10 | Find the total of two groups by counting on.  Begin to use the vocabulary involved in adding and subtracting including counting on and back.  Begins to explore and work out mathematical  problems, using signs and strategies of their own  choice, including (when appropriate) standard  numerals, tallies and “+” or “-“ | *Automatically recall number bonds up to 5 and some number bonds to 10 including double facts* |
| **Summary** | **Count objects and select the numeral card (1-5).** | **Use five frames and talk about the significance of the formation. Count the total number of objects in 2 groups.** | **Subitise to five. Count on without starting at 1.** | **Use ten frames and talk about the arrangements. Start to estimate.** | **Order, identify, subitise, combine and manipulate numbers to ten.** | ***Early learning goal*** |

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| **Mathematics: Numerical Patterns**  *ELG:*  *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.* | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Counting (including pattern) | Count up to three or four objects by saying one number name for each item.  Become familiar with the language of counting. | Count objects to 10 and begin to count beyond 10. Count out up to six objects from a larger group.  Count back in 1’s.  Touch counts objects when counting. | Count an irregular arrangement of up to ten objects. | Begin to use ‘teens’ to count beyond 10. | Count in multiples of numbers beyond 1’s.  Count out up to ten objects from a larger group. | *Verbally count beyond 20, recognising the patterns of the counting system,* |
| comparison | Begin to use mathematical vocabulary e.g. more, less, the most, the least, bigger, smaller. | Find one more or one less from a group of up to five objects. | Find one more or one less from a group of up to ten objects. | Use the language of ‘more’ and ‘fewer’ to compare two sets of objects.  Compare numbers.  Uses number names and symbols when comparing numbers. | Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Uses mathematical vocabulary confidently. | *compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity,* |
| pattern | To sort and classify objects according to self selected criteria.  Identifies patterns in the number system eg on a 100 square | Identify repeating patterns and continue them.  Sort objects according to given criteria e.g. 5, 0 | Chooses familiar objects to create and recreate  repeating patterns beyond AB patterns and begins  to identify the unit of repeat. | Link the number symbol (numeral) with its cardinal number value. | Continue, copy and create repeating patterns in number exploring odds and evens, doubles etc | *explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distribute equally.* |
| **Summary** | **Uses the language of counting confidently and as part of play.** | **Starts to understand one more and one less.** | **Identifies pattern in the number system for example finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.** | **Can use more, fewer, less when talking about numbers and quantities.** | **Knows 1 more/ less than.** | **Early learning goal** |

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| **Shape, space and measure**  While there is no early learning goal for this area, there must still be a taught, educational programme. | | | | | | |
| Shape | 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’. | Uses informal language and analogies, (e.g.  heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. |  | Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Uses own ideas to make models of increasing  complexity, selecting blocks needed, solving  problems and visualising what they will build. |
| measures | Can identify simple positional language e.g. under the table.  Make comparisons between objects relating to size, length, weight and capacity. | Sequence objects in order of size. | Becomes familiar with measuring tools in everyday  experiences and play | Is increasingly able to order and sequence events  using everyday language related to time | Beginning to experience measuring time with  timers and calendars | Enjoys tackling problems involving prediction and  discussion of comparisons of length, weight or  capacity, paying attention to fairness and accuracy. |
| **Summary** | **Identify simple 2D shapes in the environment.** | **Know that the world is made of 2D and 3D shapes.**  **Recognises 2D shapes and their properties.** | **Know some units of measure.** | **Uses language of time when talking about the day and events in their life.**  **Recognises some 3D shapes.** | **Recognise mathematical features of some shapes.**  **Starts to explore problems including shape.** | **Problem solves using what they know about measure.** |

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| **FS2 - Understanding the World: Past and Present**  *ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.* | | | | | | | |
|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History | Chronology & Sequencing | Uses the environment  (visual timetables) to sequence and discuss the day’s structure using vocabulary - **now, next**  Talks about their immediate family. | Remembers and talks about significant events in their own experiences.  Knows the names of the days of the week and their order.  Understands their birthday celebrates the day that they were born.  Knows when their birthday is  (home project).  Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents. | Uses the vocabulary; **today,** **tomorrow**, and **yesterday** in the correct context.  Names the four seasons.  Understands that some historically events were before them, their parents, and their grandparents. | Recognises and describes special times or events for their family or friends.  Orders and sequences pictorial representations of their daily routines or tasks based on experience. | Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts.  Sequences the basic stages of human life cycle. (Year 1)  Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary **first, next, after** **that** and **finally.** | *ELG:*   * *Talk about the lives around them and their roles in society* * *Know some similarities and difference between things in the past and now drawing on their experiences and what they have read in class* * *understand the past through settings, characters and events encountered in books read in class and storytelling.* |
| Historical enquiry | Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc.  (Guided through hypothesising function.)  Vocabulary: hard, soft, bumpy. spikey, cold, smooth, heavy, light, spins, winds,  (add precise when sourced objects and seen opportunities). | | Takes and interest in and comments on images of familiar situations from the past.  Hypothesises about the function of artifacts, based on creative ideas or past experiences.  Answers and asks ‘why’ questions about text that has been read to them.  Engages in nonfiction books.  Listens to and talks about nonfiction books applying new knowledge and vocabulary. | | Justifies hypothesis regarding artifacts using existing knowledge or seeking more information; asking questions, building on the ideas of others, or using images and books. |
| Similarities & difference | Knows people in the school environment and their roles: Head Teacher, Site manager, Office manager, School cook.  Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.  Understands that not everyone  celebrates the same celebrations, but how we celebrate are similar. | | Foci: Observation of difference  Notes for Come back to consider moments in time, what events/periods are important and why? What are the children gaining from that specific period? | Foci: Observation of similarities | Foci: observation of change over a period.  Compares and contrasts the different stages in the life cycle of plants, animals, and mini beasts.  Compares and contrasts the basic stages of human life cycle. |
| **summary** | **Summary** | **Can talk about their own family and the people around them describing features about them.** | **Starts to talk about the passage of time and understands significant events in their own timeline.** | **Starts to understand events outside their own timeline. Understands ‘different’.** | **Talks about events of personal significance. Starts to understand ‘similarity.’** | **Sequences events using time specific vocabulary.** | ***Early learning goal*** |

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| **FS2 - Understanding the world: The natural world**  *ELG: Explore the natural world around them , making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings 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.* | | | | | | | |
|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science | Working scientifically | Shows curiosity in the environment around them inside and outdoors. | Comments on unknown objects, based on their own exploration.  Observes and talks about the changes in objects over a period (melting). | Takes part in simple experiment led by an adult (floating and sinking) discussing the differences in the objects.  Makes simple predictions with support. | Carries out simple set up experiment  (sorting materials) that enables them to talk about similarities -classifying. | Selects equipment to help them follow their own enquiry of interest for example, which mini beasts live in the playground?  Records observations in a number of ways; drawings, written work, photographs. | *ELG:*   * *Explore the natural world around them , making observations and drawing pictures of animals and plants* * *Know some similarities and differences between the natural world around them and contrasting environments, drawings 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.* |
| Similarities & difference/change | Foci: Immediate observations  Says what they can hear, see, and feel whilst outside. | Foci: Observation of change  An immediate change, feeling the wind pick up, getting sunny.  Observes and talks about the changes in nature they notice. | Foci: Observation of difference  Observation aver a session.  Answers and asks ‘why’ questions.  Engages in nonfiction books.  Listens to and talks about nonfiction books applying new knowledge and vocabulary.  Names the four seasons and talks about their differences and the impact on their lives. | Foci: Observation of similarities  Children use new knowledge to classify animals therefore highlighting their similarities.  For example, carnivore dinosaurs all have sharp claws and teeth.  Understands animals have similar features to live in specific habitat.  Camouflage, fur to protect from the cold etc. | Foci: Observation of change over a period  Records observations to enable changes to be observed  Shows and understanding of the passing of time through the life cycle of plants, animals, and mini beasts.  Sequences the basic stages of human life cycle. |
|  | **Summary** | **Notices features of the immediate environment.** | **Starts to talk about changes like the weather.** | **Starts to show curiosity and wonder when involved in investigations.** | **Shows some understanding of difference.** | **Starts to talk about the passage of time in relation to changes.** | ***Early learning goal*** |

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| **Expressive arts and design: Being imaginative and expressive**  *ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and ( when appropriate) try to move in time with music.* | | | | | | | |
|  | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Imagination and creativity | Develops preference for forms of expression.  Creates movement in response to music.  Sings to themselves and makes up own songs.  Engages in imaginative role- play based on own first-hand experiences that includes roles and simple narrative for example having dinner together, going to the shops, | | Uses available resources to create props to support role- play.  Develops storylines with detail in their pretend play for example, someone’s birthday , they sing and create a party.  Creates scenarios in collaboration with others where they have different roles.  Plans and communicates collaboratively about their play.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. | | | *ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and ( when appropriate) try to move in time with music.* | |
| Musical Development  Hearing and listening | Identifies and matches an instrumental sound, for example hears a shaker and indicates that they understand it is a shaker. | | Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like dinosaurs”.  Distinguishes and describes changes in music and compares pieces of music eg “This music started fast and then became slow.” “ This music had lots of instruments, but this music only had voices.” | | |
| Music Development  Vocalising and Singing | Sings a few familiar songs.  Creates sounds in vocal sound games. | | Sings in a group or on their own, increasingly matching the pitch and following the melody.  Sings the pitch of a tone sung by another person (pitch match).  Sings the melodic shape ( moving melody, such as up and down , down and up) of familiar songs. | | |
| Musical Development  Moving and Dancing | Claps or taps to the pulse of the music he or she is listening to.  Claps or taps to the pulse of the song he or she is singing.  Uses movement to express feelings. | | Adjusts movement to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.  Replicate familiar choreographed dances eg imitate dance and movements associated with pop songs.  Choreographs his or her own dances to familiar music, individually or in small groups. | | |
| Musical Development  Exploring and Playing | Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo).  Shows control to hold and play instruments to produce musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other. | | Keeps a steady beat whilst playing instruments- his or her own steady beat in his or her creative music making.  Taps rhythms to accompany words, eg tapping the syllables of names/objects/lyrics of a song.  Plays along to the beat of the song they are singing or music being listen to. | | |  | |
| **Summary** | **Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.** | | **Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.** | | | ***Early learning goal*** | |

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| **Expressive arts and design: Creating with materials**  *ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation , explaining the process they have used, make use of props and materials when role playing character in narratives and stories.* | | | | | | | |
| **Language of evaluation:**  I made this train. *“I like the way the wheels rotate”* I’ve done this picture. *“I can see you have put lots of detail in there, flowers, people, trees”*  I like this because………. I made this……………… I did this………I’ve done this… | | | | | | | |
|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Art | Drawing | Understands that they can use lines to enclose a space and begin to use these shapes to represent objects.  Drawings show what the child perceives as most important about the subject.  Gives meaning to marks they make.  Marks recognisably represent an object  (people with head, arms, and legs).  Drawings include-squares, rectangles, and circles. | | The preschematic stage of drawing develops so that pictures tell a story.  Combines shapes to create another  (a rectangle and a circle to form a hat).  Representation become more mature with  details emerging.  Drawings begin to show some understanding of basic observation. | | Notes for ELG  Draws a variety of objects with increased detail and shapes, some based on detailed observations  Selects own painting techniques, resources, and tools to create representations.  Knows which primary colours are mixed to make secondary colours.  Explains the process they went through when making and the choices they made.  Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.  Creates collaboratively sharing ideas, resources, and skills.  Effectively selects own resources and fixings for their desired project.  Beginning to understand and show some awareness of stability and balance when adding 3D components together.  Explains the processes they went through whilst making and the choices they made.  Evaluates and edits their work throughout the making process.  .*ELG:*  *Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function, share their creation , explaining the process they have used, make use of props and materials when role playing character in narratives and stories.* | |
| Painting | Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations. | | Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.  Shows focus, concentration, and control painting within lines on a template.  Washes paint brushes when using a new colour.  Imitates a range of painting techniques modelled to them.  printing, stamping, colour wash.  Knows painted pictures needs to dry and stores painting independently and safely. | |
| Colour | Explores mixing colours and observes the changes.  Distinguishes between colours and names them. | | Uses a variety of colours when colouring and painting.  Selects a colour for a purpose (yellow for the sun).  Attempts to keep colours “clean” through washing brushes in between using colour due to their knowledge of colour mixing.  Beginning to understand and explore that a colour can be changed by adding black, and white for shades and tints and comments on observations. | |
| Multimedia | Manipulates malleable materials to create shapes.  Selects from a variety of resources to use in collage based on personal choices and criteria.  “ Its pink , I like pink.” | | Selects from a variety of resources for collage due to their effectiveness to represent ideas ( based on aesthetics and malleability).  “I used this paper because it is shiny like the fish scales”.  Verbalises choices for collage and construction.  Explores existing textures of objects and describes them verbally.  Imitates marks and textures into clay/dough surface. | |
| DT | Design | Creates items of personal interest.  Uses the environment/images to support the decision of what to create. | | Says what they are going to make before doing so and what it will look like.  Creates objects for a given purpose (for play or given functionality).  Explains to an adult what they have created and what it is for. | |
| Make | Building blocks  Stage 4: Enclosures  Closes spaces and creates enclosures.  Expands building to take up large areas of  space due to improved special awareness.  Enclosures and bridges become the scenery for imaginative play with props like dolls, animals, and toy cars  Beginning to cut a curved line. | | Building blocks  Stage 5: Symmetry and Patterns  Pieces are selected due to their size and shape to add symmetry and pattern.  Shows signs of creativity, as they add accessories to their structures. Whether it is vehicles, dolls, furniture, animals, or "loose parts" like scarves, rocks, or gems, it adds to the building dynamics.  Cuts around circles, squares and images, confidently changing cutting directions and the angle of hold.  Uses small construction materials that join in different ways with confidence. | |
| Technical knowledge | Knows how to and can join construction pieces together to build and balance. | | Knows when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively.  Knows that paper can be joined in several ways and applies this knowledge in their creative work.  Selects construction pieces due to their aesthetics, size or function.  Joins simple components in 3D structures effectively using a selected method of joining ( box modelling). | |
| Evaluate | Plays with their creations. | | Shows pride in their creations, labelling them for safe keeping.  Reflects on their project and says what worked well. | |
|  | **summary** | **Beginning to understand colour, shape and space. Knows how to put things together in a basic way.** | | **Children and more clearly representational and outcomes have a more easily identifiable purpose.** | | ***Early learning goal*** | |