



# Early Years Curriculum 'I can' statements and progression

Red = September to Dec      Blue = January to March

Goal = March to July

These statements are what we aim to cover throughout the year

# Our vision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Cycle 1	What do I know about me?	Is everybody's house the same?	Who are the famous characters from inside my books?	What happened to Jack's beans?	Are all minibeasts scary?	What can I do with water?
Linked texts	Owl babies	The 3 little pigs	The Gruffalo	Jack and the beanstalk	The very hungry caterpillar	Commotion in the Ocean
Trips/Visitors Enrichments	Events – stay and play with parents	Trip – Eureka Visitor – Father Christmas Event - Pantomime	Trip – Delamere Forest Gruffalo Hunt The Lowry (Julia Donaldson) Visitor – Author or storyteller Event – World Book Day	Trip – Garden centre Visitor – Touchstone Theatre Group Event – Tallest Sunflower Competition	Trip – Butterfly World Visitor – Animals Intuition Event – Ugly bug ball	Trip – Sea life centre Visitor – Pirate Pete Event – Water day
Celebrations/ festivals/ special events	Harvest	Christmas	Chinese New Year  Mothers Day	Easter		Fathers Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Cycle 2	What do I know about me?	Would a dinosaur make a good pet?	Who can I ask for help?	How do things move?	How does a farmer help us?	Would you like to go to the seaside?
Linked texts	Little red riding hood	The tiger who came to tea	Peace at last	The Train Ride	The Little Red Hen	
Trips/Visitors Enrichments	Event - stay and play with parents	Trip – Visitor – Dino X Event – Pantomime Parents Christmas craft day	Trip – Eureka Visitor – fire/police service	Trip – Kirklees Railway Visitor – Anna’s Dance workshop Event – Games morning with parents	Trip – Smithills Farm Visitor – Lifecycles e.g. living eggs	Trip – Trip to the beach Event – Water day
Celebrations/ festivals/ special events	Harvest	Christmas	Chinese New Year  Mother’s Day	Easter		Father’s Day

## Personal, Social and Emotional Development

### Educational Programme

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.

# Personal, Social and Emotional Development

## Self Regulation

### Reception

#### (December March)

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings.
- I can accept the needs of others and I can take turns and share resources, sometimes with support from others.
- I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.
- I can usually adapt my behaviour to different events, social situations and changes in routine.
- I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them.
- I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy.
- I am aware of the boundaries set and of behavioural expectations in the class.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- I see myself as a valuable individual

#### ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Nursery

#### During Nursery (December March)

- I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed.
- I can separate from my main carer with support and encouragement from a familiar adult.
- I can join in a range of activities that interest me.
- I am starting to engage in pretend play with toys.
- I can express my own preferences and interests.
- I am confident to talk to other children when playing together.
- I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult.
- I can select and use resources with support.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Talks about feelings such as happy, sad, angry or worried.

#### End of Nursery

- I can select and use activities and resources.
- I enjoy the responsibility of carrying out small tasks.
- I am confident to talk to other children when playing and will communicate freely about my own home and community.
- I am more outgoing towards unfamiliar people and more confident in new social situations.
- I can show confidence in asking adults for help.
- I welcome and value praise for what I have done.
- Appropriately assertive towards others.

# Personal, Social and Emotional Development

## Managing Self

### Reception

#### (December March)

- I can select and use activities and resources with help.
- I am confident to talk to other children when playing, and will communicate freely about my home and community.
- I am beginning to understand similarities and differences between myself and others.
- I am outgoing towards unfamiliar people and more confident in new social situations.
- I can show confidence in asking adults for help.
- I can put on my coat and help with dressing and undressing.
- I willingly participate in a wide range of activities.
- I can show enthusiasm and excitement when anticipating and engaging in certain activities
- I am confident to speak to others about own needs, wants, interests and opinions.
- I am confident in speaking in front of a small group.
- I understand that not all children come from the same social groups and can be sensitive towards others
- I can dress myself and fasten my coat.
- I can describe myself in positive terms and talk about my abilities.
- See themselves as a valuable individual.
- Show resilience and perseverance in the face of challenge.
- Manage their own needs.

#### ELG: Managing Self

Children at the expected level of development will:

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

### Nursery

#### (December March)

- I can begin to learn that some things are mine, some things are shared and some things belong to other people.
- I can seek comfort from familiar adults, when needed.
- I can respond to the feelings and wishes of others.
- I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.
- I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity.
- I am aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice.
- I can respond to a few appropriate boundaries, with encouragement and support.
- I am aware that some actions can hurt or harm others.
- I can try to help or give comfort when others are distressed.
- I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Begin to understand how others might be feeling.
- I am more aware of similarities and differences between myself and others.

#### End of Nursery

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings.
- I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.
- I can usually adapt my behaviour to different events, social situations and changes in routine.

# Personal, Social and Emotional Development

## Building Relationships

### Reception

#### (December March)

- I can initiate play, offering cues to my friends to join me.
- I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults.
- I can speak to a familiar adult when problems in friendships arise.
- I can develop strong friendships and listen and respond to their points of view during play to challenge my own and others thinking.
- I can take steps to resolve conflicts with other children, e.g. finding a compromise.
- I can return to the secure base of a familiar adult to recharge and gain emotional support and practical help.
- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Build constructive and respectful relationships.
- Think about the perspectives of others.

#### ELG: Building Relationships

Children at the expected level of development will:

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

### Nursery

#### (December March)

- I can play alongside others.
- I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.
- I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth.
- I am interested in others' play and start to join in.
- I seek out others to share experiences.
- I may form a special friendship with another child.
- I can show affection and concern for people who are special to me.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game after speaking with an adult.

#### End of Nursery

- I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- I can initiate play, offering cues to peers to join me.
- I can keep play going by responding to what others are saying or doing.
- I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Observation checkpoint: 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?

## Communication Language and Literacy

### Educational Programme

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.

# Communication Language and Literacy

## Listening, Attention and Understanding

### Reception

#### (December March)

- I can turn to listen to my friends or my teacher.
- I can listen to and then follow an instruction.
- I can remember and join in with rhymes and stories I like.
- I can find the right tool for a job.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly)
- I can ask and respond to 'why' questions.
- I can follow a story with props and pictures.
- I can show interest in other technological items.
- I can listen to a whole story and comment on what is happening.
- I can ask questions about my favourite books.
- I can choose a book or game that might be different from my friends and tell you why.
- I can play and listen to my friends at the same time.
- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- I can respond quickly to a series of instructions.
- I can laugh at funny rhymes and jokes.
- I can remember key points from a story told without props or pictures.
- I can have a conversation and I can respond to other children's opinions.
- I can understand and complete a simple program on a computer.
- Engage in non-fiction books.

#### ELG- Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Nursery

#### (December March)

- Can find it difficult to pay attention to more than one thing at a time.
- I can concentrate for slightly longer periods. (3 minutes 6 minutes)
- I can join in with rhymes and songs by making sounds and by moving my body.
- I can respond to adults making sounds and moving their bodies
- I can turn when I hear my name and follow a simple direction and will change my activity when encouraged to by adults.
- I can match objects to names and will bring my favourite toy when asked.
- I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'.
- I can operate some ICT or mechanical toys.
- I can identify characters and actions in my favourite books.
- I can respond to two requests.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- I can start to respond to simple questions.
- I can start to identify objects according to simple properties.
- I can initiate some actions in play that are familiar from home.
- I can understand between 200 and 500 words.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- I can focus on adults as they read or sing, responding with sounds and movements.
- Enjoy listening to longer stories and can remember much of what happens.

#### End of Nursery

- I can turn my head and focus on adults and friends as I speak and play, responding to comments.
- I can listen to and follow directions.
- I can remember and join in with rhymes and familiar stories.
- I can find the right tool for a job.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly).
- I can ask and respond to 'why' questions.
- I can follow a story with props and pictures.
- I can show interest in the lives of other people or events.
- I can see some similarities and differences between people.
- I can operate a CD player or MP3 player and show understanding of the remote controls.
- I can show interest in other technological items

# Communication Language and Literacy

## Speaking

### Reception

#### (December March)

- I can start to link simple sentences.
- I can explain in simple sentences, including ordering, stating what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.
- I can explore new vocabulary, sounds and intonation.
- I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.
- I can 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')
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Nursery

#### (December March)

- I can copy sounds and words like 'all gone'.
- I can make requests using two words.
- I can use everyday words to talk about people I know.
- I can copy sounds and words a lot.
- I can use 50 or more single words. These will also become more recognisable to others.
- I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.
- I can express feelings, desires and needs.
- I can begin to hold a conversation.
- I can remember and use new words. My vocabulary increases rapidly.
- I can ask questions and I can respond to questions using simple sentences.
- I can play make-believe games.
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

#### End of Nursery

- I can start to link simple sentences.
- I can explain in simple sentences what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.
- 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?

# Literacy

## Educational Programme

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).

# Literacy

## Word Reading and Comprehension

### Reception

#### Word Reading (December March)

- I can join in with rhymes and stories.
- I can recognise my own name.
- I can identify sounds in words, in particular, initial sounds.
- Read individual letters by saying the sounds for them.
- I can segment and blend simple words demonstrating my knowledge of sounds (with support – independently) using Fred talk.
- I can link sounds to letters in the alphabet.
- I can read first 16 single letter sounds (RWI target)
- I can read simple words and simple sentences.
- I read words by using Fred in my head technique.
- I can identify rhymes.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme (l, me, my, of)
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- I can read all or most single letter sounds and some special friends (RWI target)

#### Comprehension

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.
- I can talk about my favourite book.
- I can use vocabulary and events from stories in my play.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

#### ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Nursery

#### (December March)

- I can repeat songs, rhymes, stories and repeat familiar phrases.
- I can fill in missing words from well known rhymes.
- I can show a preference for a book or a song or a rhyme.
- I can identify myself in a story and show enjoyment for stories about familiar people.
- I can notice and repeat sounds.
- I can identify signs and symbols in the environment and recall what they mean.
- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

#### End of Nursery

Word reading

- I can join in with rhymes and stories.
- I can identify rhymes.
- I can join in with the rhythm of well known rhymes and songs.
- I can recognise my own name.

Comprehension

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.

# Literacy

## Writing

### Reception

#### Handwriting (December March)

- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.
- I can sit on a chair with a straight back and my feet on the floor.
- I can control finer tools when playing with dough.
- I can form recognisable letters, some of them correctly.
- I can use a tripod grasp.
- Form lower-case and some capital letters correctly.

#### Composition

- I can tell an adult what I have drawn or painted.
- I can give meaning to my marks as I write.
- I can create representations of people, events and objects.
- I enjoy creating pictures, making marks or creating texts to communicate meaning e.g. cards, tickets, lists
- I can use some identifiable letters to communicate meaning and uses them to write captions and labels.
- I can read back my writing.
- I can begin to rehearse what I write orally before writing.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

#### Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks like on signage.
- I can start to write identifiable shapes and letters.
- I can segment and blend the sounds in simple words and name sounds.
- Spell words by identifying the sounds and then writing the sound with letter/s.

#### Grammar, Punctuation

- I can recognise a capital letter at the start of my name
- I can talk about sentences and start to write short sentences.
- I can start to use full stops and capital letters in the correct places, mostly.

#### ELG: Writing

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.

### Nursery

#### (December March)

- I can randomly scribble on the page, sometimes with both hands.
- I can begin to balance when sitting.
- I can make connections between my actions and the marks being made.
- I can hold mark making equipment using the palmer grip.
- I can control the marks on the page.
- I can distinguish between the different marks I make.
- I can turn pages in a book.
- I can control equipment like a jug and show increasing control over tools like pencils and crayons.
- I can use a range of tools to make marks and show an interest in my own marks and others marks.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

#### End of Nursery

##### Composition

- I can tell an adult what I have drawn or painted.

##### Grammar, Punctuation

- I can recognise a capital letter at the start of my name.

##### Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks, like on signage.
- I can start to write identifiable shapes and letters.

##### Handwriting

- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.

# Mathematics

## Educational Programme

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.

# Mathematics

## Number

### Reception

#### Number and Place Value (December March)

- I can count up to three or four objects by saying one number name for each item.
- I can count objects to 10 and begin to count beyond 10.
- I can count out up to six objects from a larger group.
- I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Count objects, actions and sounds.
- I can estimate how many objects I can see and check by counting them.
- I can use the language of 'more' and 'fewer' to compare two sets of objects.
- I fully understand 5, 6, 7 etc and all manipulations of the number.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Continue, copy and create repeating patterns.

#### Calculation

- I can recognise some numerals of personal significance.
- I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.
- I can begin to use the vocabulary involved in adding and subtracting including counting on and back.
- I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.

#### Fractions

- I can show some understanding of doubling and halving in familiar contexts.

#### ELG: Number

Children at the expected level of development will:

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

### Nursery

#### (December March)

- I can recite some number names in sequence (not necessarily understand at this stage).
- I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc.).
- I can show understanding of conservation.
- I can sort objects using one simple criteria.
- I can bring one or two objects when an adult requests.
- I can show an understanding of simple comparisons like 'more'.
- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

#### End of Nursery

##### Number and place value

- I can use number names to 10 and sometimes count accurately.
- I can represent numbers using marks, fingers or digits.

##### Calculation

- I can say when two small groups have the same number of objects.
- I can identify numerals in the environment.

# Mathematics

## Numerical Pattern

### Reception

#### (December March)

- I can start to identify shapes in the environment.
- I can start to find appropriate shapes for certain tasks.
- I can start to make more meaningful pictures, patterns and arrangements with shapes.
- I can copy a pattern
- I can use comparative language such as tall, taller, short, shorter.
- I can count to ten forwards and backwards
- I can compare two groups using language of more or less than
- I can compare two groups using language of more or less than, greater and fewer than
- I can begin to count to twenty forwards and backwards.
- Compare length, weight and capacity.
- I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties.
- I can continue, create, recreate and copy patterns.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

#### ELG: Numerical Patterns

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.

### Nursery

#### (December March)

- I can start to fit shapes into board puzzles or shape sorters.
- I can begin to build using simple blocks.
- I can fill and empty a container.
- I can show some understanding of 'now' and 'next'.
- I can see some shapes in pictures and can start to make pictures using shapes.
- I can ask questions about the routine and what is happening next.
- I can use small world play to experiment with size, shape, differences and similarities.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," –with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.

#### End of Nursery

##### Measurement

- I can talk about the routine of the day and use language like 'before' and 'after'.
- I can use comparative language like 'taller', 'shorter', 'the same'.

##### Geometry – properties of shapes

- I can start to identify shapes in the environment.
- I can start to find appropriate shapes for certain tasks.
- I can ask questions about my observations of differences and similarities.

##### Geometry – position and direction

- I can start to make more meaningful pictures, patterns and arrangements with shapes.

## Physical Development

### Educational Programme

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

# Physical Development

## Fine Motor

### Reception

#### (December March)

- I can use a pincer grasp.
- I can make snips in paper using child friendly scissors.
- I can show a preference for a dominant hand.
- I can use a tripod grasp.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor – for writing.

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

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

### Nursery

#### (December March)

- I can use a fist grip or fist grip.
- I can use a palmer grasp and four-finger grip.
- I can pick up tiny objects using a fine pincer grasp.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

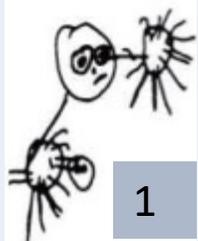
#### **End of Nursery**

- I can use one-handed tools and equipment, e.g. make snips in paper with child scissors.
- I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- I can hold a pencil near the point between first two fingers and thumb and use it with good control.

# Literacy

## The stages of writing development For reference

### 16-26 months



1



2

This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.

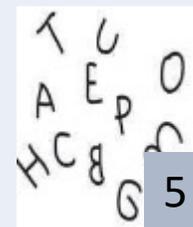
### 22-36 months



3



4



5

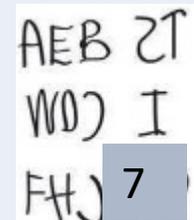
As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.

We now see random letters and letter strings.

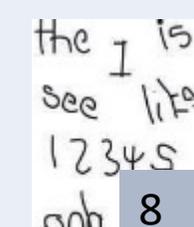
### 30-50 months



6



7



8

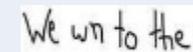
Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.

We now see letter strings, letter groups and print from the environment.

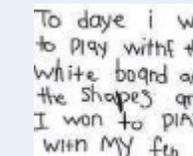
### 40-60 months



9



10



11



12

We now see children beginning to experiment with sounds and the initial sounds of words represented.

Then more consonant sounds are represented. We then see inventive spelling including vowels.

Finally we have transitional writing with better attempts and spelling and some use of punctuation.

# Physical Development

## Gross Motor

### Reception

#### (December March)

- I can stand momentarily on one foot when shown.
- I can catch a large ball or object.
- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, jumping, running, hopping, skipping. Progress towards a more fluent style of moving with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

#### ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Nursery

#### (December March)

- I can run but sometimes fall.
- I can carry large toys.
- I can attempt to kick a ball.
- I can stand on one foot with support.
- I can use my feet to scoot along on a trike.
- I can control my whole body and am able to negotiate space and objects.
- I can run safely on my whole foot.
- I can move to music and express myself.
- I can stop confidently when moving around the environment and can now run safely.
- I can make connections between my movement and the marks I make.
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands.
- I can kick a large ball.
- I can respond and move to rhythm and music.
- I can make simple models using construction toys.
- I can move spontaneously within available space.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

#### End of Nursery

- I can stand momentarily on one foot when shown.
- I can catch a large ball/object.
- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.

# Understanding the World

## Educational Programme

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.

# Understanding the World

## People, Culture and Communities

### Reception

#### (December March)

- I can show interest in the lives of people who are familiar to me.
- I can talk about some of the things I have observed such as plants, animals, natural and found objects.
- I can talk about where I live.
- Name and describe people who are familiar to them.
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise that people have different beliefs and celebrate special times in different ways.
- I can start to show an interest in different occupations and ways of life.
- Talk about members of their immediate family and community.

#### **ELG: People, Culture and Communities**

Children at the expected level of development will:

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

### Nursery

#### (December March)

- I can recognise my own immediate family and relations.
- I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.

#### **End of Nursery**

- I can show interest in the lives of people who are familiar to me.
- I can remember and talk about significant events in my own experience.
- I can recognise and describe special times or events for family or friends.
- I can start to show an interest in different

# Understanding the World

## Past and Present

### Reception

#### (December March)

- I can remember and talk about significant events in my own experience.
- I can recognise and describe special times or events for family or friends.
- Compare and contrast characters from stories, including figures from the past.
- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.

#### ELG: Past and Present

Children at the expected level of development will:

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

### Nursery

# Understanding the World

## The Natural World

### Reception

#### (December March)

- I can ask questions about aspects of my familiar world such as the place where I live or the natural world.
- Explore the natural world around them.
- I can show care and concern for living things and the environment
- I can look closely at similarities and differences in relation to nature and living things.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

#### **ELG: The Natural World**

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

### Nursery

#### (December March)

- I can play with small-world models such as a farm, a garage or a train track.
- I can notice features of objects in the environment
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about what they see, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### **End of Nursery**

- I can ask questions about aspects of my familiar world such as the place where I live or the natural world.
- I can talk about some of the things I have observed such as plants, animals, natural and found objects.
- I can talk about why things happen and how things work.
- I can start to develop an understanding of growth, decay and changes over time.
- I can show care and concern for living things and the environment

# Expressive Arts and Design

## Educational Programme

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.

# Expressive Arts and Design

## Creating with Materials

### Reception

#### (December March)

- I can explore colour and how colours can be changed.
- I can explore with materials and make models with support.
- I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.
- I can show interest in and describe the texture of things.
- I can use various construction materials.
- I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- I can join construction pieces together to build and balance.
- I can use choose my own materials to make junk models independently
- I can adapt my work once finished.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

#### ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### Nursery

#### (December March)

- I can join in singing favourite songs.
- I can create sounds by banging, shaking, tapping or blowing.
- I can show an interest in the way musical instruments sound.
- I can experiment with blocks, colours and marks
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Show different emotions in their drawings – happiness, sadness, fear etc.
- Play instruments with increasing control to express their feelings and ideas.

#### End of Nursery

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

# Expressive Arts and Design

## Being Imaginative and Expressive

### Reception

#### (December March)

- I can sing to myself and makes up simple songs.
- I can engage in imaginative role-play based on own first-hand experiences.
- I can create movement in response to music.
- I can explore and learn how sounds can be changed.
- I can use available resources to create props to support role-play.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Play pitch-matching games, humming or singing short
- Listen attentively, move to and talk about music, expressing their feelings and responses.

#### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

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

### Nursery

#### (December March)

- I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- I can begin to make-believe by pretending
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.

#### **End of Nursery**

- I can develop preferences for forms of expression.
- I can use movement to express feelings.
- I can create movement in response to music.
- I can sing to myself and makes up simple songs.
- I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there.
- I can engage in imaginative role-play based on own first-hand experiences.
- I can build stories around toys, e.g. farm animals needing rescue from an chair 'cliff'.
- I can use available resources to create props to support role-play.