

# Early Years Foundation Stage: Long Term Planning 2023-24



## **Three Saints Academy Trust**

*'If you can believe, all things are possible to those who believe'*  
– Mark 9:23

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Observation checkpoints age birth -3	Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.		
<b>NURSERY</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<p><b>Self -Regulation</b></p> <p><b>Managing self</b></p> <p><b>Building relationships</b></p>	<p>I can leave my parent/carer with support</p> <p>I can follow simple rules and routines with support</p> <p>I can talk about emotions through story and play</p> <p>I can make my own choices and try new things, on my own and with my peers</p> <p>I can use resources and activities with support from adults</p> <p>I can be increasingly independent in meeting my own care needs (toilet)</p> <p>I can show willing to be independent in dressing e.g. Putting on coat and wellingtons</p> <p>I can develop positive relationships with other adults to help me feel emotionally safe</p>	<p>I can show confidence when faced with unfamiliar people and new situations</p> <p>I can wait my turn and resist the impulse to grab/push, with support</p> <p>I can develop a sense of responsibility and enjoy completing small jobs</p> <p>I can comment and question on differences and similarities e.g. Hair colour, skin colour, gender, different needs</p> <p>I can be increasingly independent in dressing myself</p> <p>I can build friendships and play alongside my friends</p>	<p>I can talk about and follow rules, routines and boundaries within the setting e.g. Washing hands after playing in mud, before snack</p> <p>I can begin to find solutions to conflicts with support of an adult e.g. Not all chin can be Spiderman in the game, model using a timer for a new activity</p> <p>I can talk about and understand my own feelings as well as others, with support from an adult</p> <p>I can wash and dry my hands with little help from an adult</p> <p>I can extend play with one or more friends, expressing my own ideas</p>

<p>Observation checkpoints age 3-4.</p>	<p>Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>		
<p><b>RECEPTION</b></p>	<p><b>Autumn term</b></p>	<p><b>Spring term</b></p>	<p><b>Summer term</b></p>
<p><b>Self -Regulation</b> <b>Managing self</b> <b>Building relationships</b></p>	<p>I can express my own feelings and use words linked to how I feel. E.g. 'sad' I can select and use resources independently, asking for help if I need it. I can follow the school rules without many reminders.</p> <p>I can talk about and understand how and why we manage our own needs e.g. washing hands and drying them. I can develop skills to help me manage the school day successfully e.g. Lining up, transition times and personal hygiene.</p> <p>I can build relationships with adults, using them for comfort if needed. I can play with one friend, extending on ideas and evolving play.</p>	<p>I can talk about myself in positive terms and share my interests. I can follow my own interests and goals. I begin to manage my own feelings with some support.</p> <p>I can talk about keeping my body healthy e.g. Brush my teeth, healthy eating, exercise.</p> <p>I can take turns and play co-operatively with others. I can maintain friendships with mutual respect and concern.</p>	<p>I can talk about what is right and wrong, in relation to school rules and society. I am confident to try new things and persevere to achieve my intended goal.</p> <p>I can explore and talk about how I can have a healthy mind and healthy body e.g. Good sleep routine, road safety and screen time</p> <p>I can share and resolve conflicts, considering the feelings of others.</p>
<p><b>ELG</b></p>	<p><b>ELG: Self-Regulation</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b> <b>Children at the expected level of development will:</b></p>		

- 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.

## PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. 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

Observation checkpoints age birth -3	Around their third birthday, can the child climb confidently, catch a ball and pedal a tricycle Most but not all children are reliably dry during the day by the age of 4.		
<b>NURSERY</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Gross motor skills</b>  <b>Fine motor skills</b>	<p>I enjoy throwing, kicking and catching large balls</p> <p>I can use climbing equipment with confidence</p> <p>I can use construction materials to build models independently</p> <p>I can sit on and use a scooter and/or tricycle</p> <p>I can begin to explore mark making tools e.g. Chunky crayons, paint brushes, chinks</p>	<p>I can skip, hop, stand on one leg and hold a pose for games, e.g. Musical statues.</p> <p>I can use large muscle movements e.g. Squiggle whilst you wiggle, ribbon dancing.</p> <p>I can join in with and follow simple action songs and dances e.g. Head, shoulders, knees and toes.</p> <p>I can develop manipulation and control when making marks</p> <p>I can use my small motor skills to handle manipulatives e.g. Buttons, zips, pegs, tweezers etc.</p>	<p>I can work with others to manage large items such as crates, mats, large blocks etc</p> <p>I can explore the use of one-handed tools e.g. Scissors, hole punch</p> <p>I can find a comfortable grip and explore mark making, beginning to show good control</p> <p>I show preference to which hand I hold tools with, including mark making</p>

Observation checkpoints age 3-4	Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.
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RECEPTION	Autumn term	Spring term	Summer term
<p><b>Gross motor skills</b></p> <p><b>Fine motor skills</b></p>	<p>I can move in different ways such as roll, crawl, walk, jump, run, hop, skip and climb</p> <p>I can use the right resources for my own plan, e.g. Spade to make a hole bigger</p> <p>I can balance, sit/ride on or pull and push e.g. Two wheeled balance bike, carts and prams.</p> <p>I can use cutlery with good control</p> <p>I can use one handed tools and equipment e.g. Snips with scissors</p> <p>I can show preference for a dominant hand</p> <p>I can use a comfortable grip with good control when using mark making tools.</p>	<p>I can challenge myself with running, climbing and jumping</p> <p>I can practise my gross movement skills in continuous provision, both alone and with my friends</p> <p>I can use equipment to develop my small gross motor muscles such as threading, sewing, woodwork, spray bottles and undressing dolls</p> <p>I can sit appropriately at a table and on the carpet</p> <p>I can use a range of small tools safely and confidently e.g. Pencils, paintbrushes, scissors</p> <p>I can form recognisable letters with a comfortable controlled pencil grip</p>	<p>I can safely use a range of small and large apparatus e.g. Tyres, crates, tunnels and spinning bowls.</p> <p>I can refine my skills in throwing, catching, kicking, passing, batting and aiming.</p> <p>I can use writing tools to form letters using anti-clockwise movements</p>

ELG	<p><b>ELG: Gross Motor Skills</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
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## COMMUNICATION AND LANGUAGE

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

<p>Observation checkpoints age birth -3</p>	<p>By around 3 years old, can the child shift from one task to another if you get their attention, using the child's name can help. E.g. "Jason can you stop now, we're tidying up". Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (now and later) and function (can they tell you a sponge is for washing) Is the child linking up to 5 words together? Is the child using pronouns (me, him, she) and using plurals and prepositions (in on under) these may not always be used correctly Can the child follow a three key word instruction e.g. "put the milk and banana in the bin" Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book, for example "who's jumping?" Around the age of 3, can the child shift from one task to the other if you fully obtain their attention e.g. By using their name <b>Adult modelling and scaffolding is key to developing children's C&amp;L</b></p>		
<p><b>NURSERY</b></p>	<p><b>Autumn term</b></p>	<p><b>Spring term</b></p>	<p><b>Summer term</b></p>
<p><b>Listening, attention and understanding</b></p> <p><b>Speaking</b></p>	<p>I enjoy singing and listening to music I can listen to and respond to a simple instruction e.g. Get your coat, sit down please. I can focus on an activity I have chosen for a prolonged time I can develop pretend play based on my own experiences I can listen to simple short stories with pictures</p> <p>I can use my voice to express myself when talking (use pitch and change of volume)</p>	<p>I can listen to simple stories and understand what is happening with help of the pictures I can hold a conversation with an adult or friend and take turns in the conversation</p> <p>I can join in with and sing a range of songs and rhymes I can use the speech sounds p, b, m, w in everyday words. E.g. pig, box, monkey, win. I can use multi-syllabic words in my speech. I can join in with and sing a range of songs and rhymes</p>	<p>I enjoy listening to stories and can recall what has happened I can understand simple questions (who, what and where) I can understand a question or instruction with two parts e.g. Get your coat and line up.</p> <p>I can pronounce the sounds correctly in words – see below -l/r/w/y (yellow) -f/th (three) -s/sh/ch/dz/j (ship) I can begin to use tenses and plurals in context (not necessarily correctly all the time) I can use a range of vocabulary inspired by stories and experiences</p>

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<p>Observation checkpoints age birth -3</p>	<p>Around the age of 4, if the child is using sentences of 4-6 words e.g. "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' Is the child using future and past tense, "I am going to the park" and "I went to the shop" Can the child answer simple 'why' questions? <b>Adult modelling and scaffolding is key to developing children's C&amp;L</b></p>		
<p><b>RECEPTION</b></p>	<p><b>Autumn term</b></p>	<p><b>Spring term</b></p>	<p><b>Summer term</b></p>
<p>Listening, attention and understanding  Speaking</p>	<p>I can listen carefully and know why listening is important I can use new words appropriately linked to my home and school experiences I can listen to and talk about simple stories, building familiarity and understanding  I can use longer sentences of 4-6 words I can ask simple questions (what, where) I can listen carefully to rhymes and songs, paying attention to how they sound (phase 1 phonics)</p>	<p>I can listen to and respond during a directed activity with the use of my name I can talk about fiction and non-fiction books I can join in with retelling stories with repetition  I can share my own ideas and thoughts with others I can talk about key events in my lifetime e.g. Birthday, trips out, Christmas I can learn and recall rhymes, poems and songs</p>	<p>I can listen and do for a short time I can explain how things work and why they might happen I can listen to and talk about new knowledge and vocabulary from non-fiction books I can use talk to help me work out problems and organise my thinking I can make comments and respond appropriately to conversations (whole class and small group)  I can use new experiences and vocabulary in my play through talk I can retell and role-play familiar stories in my own words</p>
<p><b>ELG</b></p>	<p><b>ELG: Listening, Attention and Understanding</b> <b>Children at the expected level of development will:</b> - 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. <b>ELG: Speaking</b> <b>Children at the expected level of development will:</b> - 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.</p>		

## LITERACY

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

Observation checkpoints around the age of 3.	.		
<b>NURSERY</b>	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b><u>READING</u></b> <b>Concepts about Print</b> <b>High frequency words recognition &amp; phonic knowledge</b> <b>Vocabulary, understanding &amp; discussion</b>	<p>I enjoy sharing stories and am beginning to understand that print has meaning.</p> <p>I am beginning to recognise some letters and symbols.</p> <p>I am learning new vocabulary.</p>	<p>I am beginning to understand the concepts about print</p> <ul style="list-style-type: none"> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> <li>- The names of different parts of the book</li> <li>- Page sequencing</li> </ul> <p>I am beginning to recognise some words. I am beginning to spot rhymes</p> <p>I am learning new vocabulary.</p>	<p>I understand the five key concepts about print</p> <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> <li>- The names of different parts of the book</li> <li>- Page sequencing</li> </ul> <p>I can to spot rhymes and suggest rhymes.</p> <p>I can engage in extended conversations about stories. I am learning new vocabulary.</p>

<p>Observation checkpoints around the age of 4.</p> <p>(checkpoint not in statutory framework)</p>	<p><b>Reading - Comprehension:</b> - Does the child show interest in looking at books independently? Do they like to share a book with an adult talking about the illustrations/print? Do they handle books appropriately? Are they showing interest in environmental print? Are they able to read their name without a visual prompt?</p> <p><b>Reading - Word Reading:</b> - Does the child join in with the following phase 1 activities with increasing confidence? - rhyme and rhyme, alliteration, oral blending and segmenting. Do observations show increasing development of key skills?</p> <p><b>Writing</b> - Does the child show interest in writing their name independently? Are all letters recognisable? Are some correctly formed? Do they engage in purposeful writing across provision ascribing meaning? E.g., write a label for their model. Are they beginning to use letters from their name in purposeful writing? E.g., write initial letters or letter strings to represent words.</p>		
<p><b>RECEPTION</b></p>	<p><b>Autumn term</b></p>	<p><b>Spring term</b></p>	<p><b>Summer term</b></p>
<p><b>Reading</b></p> <p><b>Concepts about Print</b></p> <p><b>High frequency words recognition &amp; phonic knowledge</b></p> <p><b>Vocabulary, understanding &amp; discussion</b></p>	<p>I know that print has meaning. I know that print can have different purposes I know that you read English text from left to right and from top to bottom.</p> <p>I can spot and suggest rhymes. I can count or clap syllables in a word. I can recognise words with the same initial sound, such as money and mother.</p> <p>I can engage in extended conversations about stories. I am learning new vocabulary.</p>	<p>I am beginning to name the different parts of a book. I know that pages are sequenced.</p> <p>I can read individual letters by saying the sounds for them. I can blend sounds into words, so that I can read short words made up of known letter- sound correspondences. I can read some letter groups that each represent one sound and say sounds for them. I can read a few common exception words matched to the school's phonic programme.</p>	<p>I can name the different parts of a book.</p> <p>I can read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</p>
<p><b>Statutory ELG: Word Reading</b></p>	<p><b>Statutory ELG: Word Reading</b>  <b>Children at the expected level of development will:</b>  - 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</p>		

	Autumn term	Spring term	Summer term
<p><b><u>Literacy Writing – Nursery</u></b></p> <p><i>Concepts about Print</i></p> <p><b>Composition</b></p>	<p>I am beginning to identify print.</p>	<p>I understand that print has meaning.</p> <p>I am beginning to use some of my print and letter knowledge in early writing.</p> <p>I am beginning to be able to write some of my name</p>	<p>I can write some letters accurately</p> <p>I can write my name</p>
<p><b><u>Literacy Writing - Reception</u></b></p> <p><i>Concepts about Print</i></p> <p><b>Composition</b></p>	<p>I can write a pretend shopping list that starts at the top of the page e.g., writing 'm' for mummy.</p> <p>I can write some or all of my name.</p> <p>I can write some letters accurately.</p>	<p>I can form lower-case and capital letters correctly.</p> <p>I can spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>I can re-read what I have written to check that it makes sense.</p>
<p><b><u>Statutory ELG: Writing</u></b></p>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>		

# MATHS

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.

<p>Observation checkpoints around the age of 3.</p> <p>(checkpoint not in statutory framework)</p>			
<p><b>Nursery</b></p>	<p><b>Autumn term</b></p>	<p><b>Spring term</b></p>	<p><b>Summer term</b></p>
<p><b>Numbers</b></p> <p><b>Number Patterns</b></p> <p><b>Shape, space &amp; measure</b></p>	<p>I am beginning to recite numbers to 5</p> <p>I can use some numbers spontaneously</p> <p>I can join in with number rhymes</p> <p>I can select a small number of objects</p> <p>I can explore 1:1 correspondence (1-3)</p> <p>I can recognise there is an order to counting</p> <p>I can create repeating patterns (2 objects)</p> <p>I can say which set has more</p> <p>I can talk about number problems – ongoing</p> <p>I can represent some numbers using fingers and am beginning to understand numbers represent how many are in a set</p> <p>I can sort and match objects</p> <p>I can recognise some early number</p>	<p>I can recite numbers in order to 5</p> <p>I can sing number rhymes &amp; represent these in different ways (objects, fingers)</p> <p>I can use 1:1 correspondence in a range of contexts (give teddy 1 plate &amp; 1 fork)</p> <p>I can count other things (claps, stomps)</p> <p>I can count in order</p> <p>I can use number resources in my play</p> <p>I know that numbers identify how many objects are in a set</p> <p>I notice numerals in the environment</p> <p>I can explore numbers through marks</p> <p>I recognise some numbers of personal significance</p> <p>I can recognise some numerals to 10</p> <p>I can sort &amp; group in different ways</p> <p>I can talk about groupings (odd one out)</p> <p>I can recognise more early number patterns</p> <p>I can separate a group of 3 or 4 objects</p> <p>I can compare two groups, saying when they have the same/different number</p>	<p>I can recite numbers beyond 5</p> <p>I can count up to 4 or 5 objects using 1:1 correspondence (and I am beginning to count irregular arrangements)</p> <p>I can count non-physical things (sounds)</p> <p>I can sometimes find the total number of items in two groups (up to 4/5)</p> <p>I am beginning to find one less/more</p> <p>I begin to estimate objects (up to 5)</p> <p>I can check my estimations by counting</p> <p>I can represent some numerals</p> <p>I can match some numerals to quantity</p> <p>I am starting to order numbers 1-5</p> <p>I can confidently sort &amp; group objects</p> <p>I can notice errors in repeating patterns</p> <p>I can continue and talk about repeating patterns using objects &amp; actions</p> <p>I can create my own patterns</p> <p>I can separate a group of 4 or 5 objects. I may notice that the total stays the same</p> <p>I can subitise up to 3 objects</p>

	<p>patterns  I can create arrangements with objects  I notice different patterns (stripes, print)  I can copy short patterns  I am beginning to notice what's the same/different about groups of objects</p> <p>I can make arrangements with shapes and may begin to talk about them  I can identify shapes in the environment  I can construct using shapes  I can use language of quantities  I am starting to anticipate time-based events and can talk about past/future in relation to daily routine</p>	<p>I can subitise up to 2 objects</p> <p>I can talk about patterns (what comes next?)  I can explore pattern using actions  I can use choose specific shapes for tasks  I can use new vocab to talk about shapes  I can compare shapes  I can follow instructions using positional language  I am developing my understanding of time. Talking about night/day.  I am beginning to make comparisons</p>	<p>I can use the words bigger and smaller to compare objects  I am beginning to combine shapes  I am beginning recognise and correctly select particular shapes when asked  I am continuing to make comparisons  I am continuing to develop my understanding of time. Talking about yesterday, tonight and tomorrow in context of their daily routine.  I can understand positional language – up and down.</p>
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<p>Observation checkpoints around the age of 4.</p> <p>(checkpoint not in statutory framework)</p>	<p>Is the child beginning to show interest in numbers? Are they beginning to use some number names in play/daily routine? Does the child show interest in numbers? Are they beginning to work confidently with numbers to 5? Do they show interest in manipulating and exploring shapes? Do they show awareness of the daily routine? Are they able to talk about time of day?</p>		
<p><b>Reception</b></p>	<p><b>Autumn term</b></p>	<p><b>Spring term</b></p>	<p><b>Summer term</b></p>
<p><b>Numbers</b></p> <p><b>Number Patterns</b></p> <p><b>Shape, space &amp; measure</b></p>	<p>I am beginning to recognise numerals 1-10</p> <p>I am beginning to match numerals to quantity (to 10)</p> <p>I can explore number bonds to 5</p> <p>I can subitise sets 1 to 5</p> <p>I can explore doubles using my fingers</p> <p>I can count from 0-10</p> <p>I can count backwards 10-0</p> <p>I can count a group of objects to 10</p> <p>I can compare quantities up to 10</p> <p>I can use ordinal language from 1<sup>st</sup> - 10<sup>th</sup></p> <p>I can name the days/months/seasons</p> <p>I can use words to describe time of day</p> <p>I can use 1p 2p and 5p coins in context</p> <p>I can name and discuss 2D shapes</p> <p>I can copy and continue colour patterns</p> <p>I can use language of capacity</p>	<p>I can recognise numerals 1-10</p> <p>I can explore number bonds to 10</p> <p>I can explore odd and even numbers within 10</p> <p>I can explore doubles within 10</p> <p>I can add/subtract within 10</p> <p>I can independently count from 0-10</p> <p>I can independently count on within 10</p> <p>I can independently count backwards 10-0</p> <p>I can independently count a group of objects to 10</p> <p>I can independently compare quantities up to 10</p> <p>I can independently order numbers to 10 and identify missing numbers</p> <p>I can use positional language</p> <p>I can understand that coins can be added together</p> <p>I can copy and continue shape patterns</p> <p>I can name and discuss the properties of 3D shapes</p> <p>I can use language of size</p>	<p>I can verbally count to and beyond 20 (recognising the pattern of the number system)</p> <p>I can estimate numbers within 10</p> <p>I can match numerals to quantity</p> <p>I can explore halves within 10</p> <p>I can automatically recall bonds within 10</p> <p>I can write numerals to 10</p> <p>I can order patterns of numbers</p> <p>I can identify missing numbers up to 10</p> <p>I can use/understand positional language</p> <p>I can add coins together</p> <p>I can compose &amp; decompose shapes</p> <p>I can create repeating patterns</p> <p>I can use language of weight</p>

**ELG****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.

**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.



## UNDERSTANDING THE WORLD

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

	Autumn term	Spring term	Summer term
<p><b><u>Understanding the World. – Nursery</u></b></p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Past and Present</p>	<p>I can use all my senses in hands on exploration of natural materials</p> <p>I can explore collections of materials with similar and/or different properties.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things</p> <p>I can talk about what they see, using a wide vocabulary</p> <p>I am beginning to make sense of my own life-story and family's history.</p>	<p>I can explore how things work</p> <p>I can plant seeds and care for growing plants</p> <p>I can show interest in different occupations</p>	<p>I understand the key features of the life cycle of a plant and an animal</p> <p>I can explore and talk about different forces I can feel</p> <p>I Can talk about the differences between materials and changes I notice.</p> <p>I am developing positive attitudes about the differences between people.</p> <p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p>
<p><b><u>Understanding the World. – Reception</u></b></p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Past and Present</p>	<p>I can talk about members of their immediate family and community.</p> <p>I can name and describe people who are familiar to them.</p> <p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside</p> <p>I can compare and contrast characters from stories, including figures from the past.</p>	<p>I understand that some places are special to members of my community.</p> <p>I recognise that people have different beliefs and celebrate special times in different way</p> <p>I understand the effect of changing seasons on the natural world around them.</p> <p>I can comment on images of familiar situations in the past.</p>	<p>I can draw information from a simple map</p> <p>I recognise some similarities and differences between life in this country and life in other countries</p> <p>I recognise some environments that are different to the one in which they live</p>

**Statutory 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.

**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.

**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.

## EXPRESSIVE ARTS AND DESIGN

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

	Autumn term	Spring term	Summer term
<p><b>Expressive Arts and Design - Nursery</b></p> <p><b>Creating Materials</b></p> <p><b>Being Imaginative and Expressive</b></p>	<p>I can explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>I can listen with increased attention to sounds</p>	<p>I can develop my own ideas and then decide which materials to use to express them</p> <p>I can join different materials and explore different textures.</p> <p>I can explore colour and colour mixing</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. I can respond to what they have heard, expressing their thoughts and feelings I can remember and sing entire songs. I can play instruments with increasing control to express their feelings and ideas</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can create my own songs, or improvise a song around one they know</p>
<p><b>Expressive Arts and Design - Reception</b></p> <p><b>Creating Materials</b></p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.</p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses</p>	<p>I can return to and build on their previous learning, refining ideas and developing my ability to represent them.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can sing in a group on my own,</p>	<p>I can watch and talk about dance and performance expressing my feelings and responses</p>

<p><b>Being Imaginative and Expressive</b></p>	<p>I can develop storylines in my pretend play.</p>	<p>increasingly matching the pitch and following the melody. I can explore and engage in music making and performing solo or in groups.</p>	
<p><b><u>Statutory ELG</u></b></p>	<p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>		