



DSAT Early Years Curriculum progression with termly milestones leading toward end of year outcomes.

This Early Years Curriculum captures the statutory curriculum requirements, is informed by Development Matters 2021 and includes curricular ambition with regard to each area of learning. The DSAT Early Years Curriculum has been written to support schools in creating their own, ambitious EY curriculum. It also takes account of teacher and leader workload, so offers schools a base-document to add curricular content (substantive concepts, knowledge and vocabulary) so that it is unique to the school. Each school's curriculum drivers will provide a context for the EY Curriculum, and year on year identified on-entry deficits will shape and inform the curriculum so that children's needs are met, learning is secure and children throughout their early years start to school life, achieve well. As a result of an ambitious EY Curriculum, effective teaching, learning and assessing practices, as well as crafted and intentional continuous provision - children will be ready for Y1 and their transition seamless. Schools, whilst maintaining fidelity with the DSAT EY Curriculum, will create a bespoke curriculum for their setting which feeds seamlessly into Y1. Further detail and support regarding Early Reading, Early Writing and Early Number can be found in DSAT Early documents [DSAT Early docs folder](#).

Children with SEND and from disadvantaged backgrounds - school's (through additional teaching, provision and school practices) will enable children with SEND and identified vulnerable (including children from disadvantaged backgrounds and lowest 20%) to make up ground when they start school. From identified starting points, the curriculum like a rising tide, will support all children in securing new learning, and most notably enable those who have previously struggled to access the full curriculum as they enter KS1, to do so. This is an ambitious aim, but in striving to achieve 'Beyond Expectations for all God's children' we have a moral imperative to not just try, but to succeed. We agree whole-heartedly with Dr Julian Greiner, 'It's what you do that makes the difference, not who you are. We can make a positive difference in the early years.' As a Trust we fully support this and believe that all our best endeavours can and will make this a reality for all our children.

What this document includes:

- **7 areas of learning** – teaching base-content across autumn / spring / summer terms (substantive concepts, knowledge and vocabulary)
- Clarity of where this happens and what this looks like with regard to **a) the curriculum, b) routines and c) practices & provision**
- Termly milestones (**check children can...**) lead to the full ambition of the EY Curriculum being realised by the end of the academic year. The assessment criteria in the form of Early Learning Goals (ELGs) sit within this final term but do not reflect or represent the school's EY Curriculum as a whole.

Effective Early Years pedagogy – we have outlined in ‘practices & provision’ a range of effective pedagogy which works in unison to best affect learning for all children, including children with SEND and from disadvantaged backgrounds. Mastery principles underpin not just the approach to teaching, learning and assessing in mathematics, but in all areas of learning. Mastery principles nurture deep learning, support effective self-regulation and enable children to become more metacognitive in their own learning. Again, mastery principles in the EY provides a seamless cloak into KS1 pedagogy so that all children can feel safe and secure in familiar teaching routines and learning opportunities. Significant emphasis is put upon assessing – this is eliciting from children what they know, can do and understand so that adults can offer immediate feedback to strengthen, reinforce, tackle emerging misconceptions, adapt the curriculum to meet need (e.g. break it down into even smaller steps of content and or learning). Children, as part of learning, will write / draw / paint / record observations / create representations etc and these will be captured for the good of the child, so that children can see and talk about current learning, as well as recall and retrieve prior learning as intentional practice as they build new schema (mental models) associated with conceptual understanding. Adult time is focussed on teaching/modelling/talking with/building new connections/vocabulary acquisition/questioning/assessing and feeding back etc, rather than delivering instructions or capturing evidence through taking photographs. By removing this practice, teachers and EY practitioners ‘get more time with those who need our help the most’. (Dr Julian Grenier.)

EY Curriculum documents which underpin effective teaching, learning and assessing. Alongside this document, each school will have:

- EY curriculum map detailing units/topics/key text linked learning etc, as befitting each school
- Planning documents for the long, medium and short term which ensure the effective translation of the EY Curriculum into practice
- Intentional and deliberate continuous provision which meets the children where they are, whether that is needing to become more accurate or practice towards becoming more fluent.

We know that the most effective EY Curricular are not only ambitious, but meet the needs of the children in your setting. Dr Julian Grenier summarises, ‘Building your own curriculum involves balancing your knowledge about every child, and the big picture of what you want for them.’ It is within the scope and clarity of the school’s EY Curriculum (the big picture) that practitioners can meet children’s interests, know who children are as individuals, understand difficulties and obstacles and therefore, know when they need extra help. ‘It’s on these things and more that we should be carefully noticing and listening, focusing on high quality assessment that helps us to understand every child.’ (Dr Julian Grenier)

Characteristics of learning weave throughout the EY curriculum and are exemplified as such in this document. Schools may well pay particular attention to some on-entry deficits children start school with and weave these systematically through the EY Curriculum, practice and provision in their setting.

Communication & language. In the Early Years, so much curriculum content, teaching and learning is through talk. So, it is vital that the high-quality adult-child interactions underpin both pedagogical practices and provision; whether this is direct teaching, guided practice to assess and offer timely feedback, or within provision where children are practising a new skill, or learning to become more accurate in something they were taught in the morning or scenarios for children to create their own solutions to.

Relationships and parents. We recognise how important these relationships are, and how they usually start in the Early Years. Positive, reciprocal and enduring school-parent relations persist far beyond the EY. We know how hard EY practitioners work to enable effective relationships to build and be sustained, and how the use of online tools such as Tapestry aid information sharing between school and home, and vice versa.

Communication and Language		
Ask relevant questions / Converse in back-and-forth exchanges with friends and teachers / Express ideas and feelings with confidence		
Autumn Term	Spring Term	Summer Term
SPEAKING - Teach children to...		
<p>Communicate their basic needs, thoughts and feelings.</p> <ul style="list-style-type: none"> -Use social phrases to communicate their needs e.g. can you help me with; can I go to; can I play? -Take part in pretend play communicating and negotiating with friends. -Start a conversation. -Have a two-way conversation about a topic that interests them. -Respond with a comment or question to continue a conversation. -Use words like 'because' / 'or' to extend their sentences/ language. -Ask who when what why questions. -Respond to why questions (why do you think the goose got so fat?). -Use some specific vocabulary that is learnt from books or other contexts. -Sing songs, rhymes and poems. - Retell stories simple stories. -Join in with repeated refrains and key phrases. -Use the future and past tense: "I am going to the park" and "I went to the shop"? -Use 'I' when talking about themselves. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. 	<p>Extend their sentences to add more detail so they can communicate their needs, thoughts and feelings more clearly.</p> <ul style="list-style-type: none"> -Use vocabulary related to topics taught and books they have read together e.g. school, town. - Repeat new vocabulary in a context of a story. -Asks relevant and purposeful questions of others. -Use connectives in a sentence other than and or because (e.g. but, so as part of their story telling). -Describe an event /object adding interesting details e.g. 'I got a unicorn for my birthday; it has glitter and sparkles on it!' -Express their feelings and thoughts / opinions in different contexts: imaginative play, class discussion. -Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, ran, bought, spent). -Negotiate by giving a reason why they want (to do) something. 	<p>Explain, so that others understand their needs, thoughts and feelings.</p> <ul style="list-style-type: none"> - Explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions. - Use talk to work out problems and organise thinking. - Use talk to take on different roles during imaginative play. -Use props and materials to enhance imaginative play. -Use the correct tense when speaking (especially picking up mistakes in irregular past tense verbs – went, bought, spent). -Give more detail to explain what they think about why something happens (e.g. link to U of the world). -Use talk to <p><u>Draw conclusions:</u> 'The sky has gone dark maybe that means It might to rain'.</p> <p><u>Explain effect:</u> 'It fell over because it was too tall.'</p> <p><u>Make Predictions:</u> 'It might not grow in there if it is too dark.'</p> <p><u>Speculate:</u> 'What if the bridge falls down?'</p>
LISTENING - Teach children to...		
<ul style="list-style-type: none"> -Retell some of the stories that they have read and recall the main events. -Know when to pause talking to allow someone else to speak. -Take it in turns to speak. -Listen to what another is saying and respond with a sensible comment or question. -Follow a series of instructions e.g a 2-step instruction followed by another 2-step instruction. -Listen to stories and then ask simple questions and talk about them to help build their understanding. 	<ul style="list-style-type: none"> -Retell a new story with a beginning, middle and an end. - Takes turns in much longer conversations . - Listen to other points of view. -Respond to an answer or idea with further questions to help deepen my understanding. -Follow a series of 3/4-step instructions. -Listen to stories and then ask more detailed questions and talk about them to help build their understanding. -Recognise humour. 	<ul style="list-style-type: none"> -Retell a new story with a beginning, middle and an end. Adding detail for interest. - Hold conversations which respond to something the other person has said. - Listen and respond to other points of view. - Ask more detailed questions about what they have heard, have learned and can do. -Follow a series of multi-step instructions . -Listen to stories and then ask more detailed questions and talk about them to help build their understanding.

Where does it happen?		
<p>Curriculum Clear progression of speaking & listening. On-entry deficits are considered and inform the curriculum and teaching. Links to reading and English (texts) curricular, and story time. Links to learning talk including maths talk. Vocab for curriculum units/topics. Show and tell - set subject, teach what a question is. The curriculum ensures children are ready for Y1.</p>	<p>Routines Start of day routines. Daily transition routines. Playtime routine. Snack routine. Lunchtime routine. Weekly routines including beyond the classroom. Routines involving others.</p>	<p>Practices & provision Direct teaching and guided practice. Daily intentional continuous provision. o Experiential role play & curriculum led role play. Adult modelling and high-quality language. Talk partners. My turn, your turn modelling / I say, we say, we all say, you say. Circle time / parachute games. Enabling environments support language development. Vocabulary shared in home-library books for parents to use with their child.</p>
<p style="text-align: center;">Screening and interventions for pupils who need additional teaching in order to catch / keep up See - Universally Speaking: The ages and stages of children's communication development from birth to 5 years LINK</p> <p>All children screened on entry using WellComm assessment and CLEAR screening tool. Children identified as working below age related expectation receive regular intervention. All children monitored throughout year and re-assessed where necessary. Additional teaching and guided practice for identified children needing more learning time and experience. Interventions.</p>		
Check children can...		
<p>On Entry - September Speak intelligibly Eg. Check they can pronounce sounds correctly in line age related speech sound progression. Verbally responds to others. -Can shift from one task to another if you fully obtain their attention, e.g. by using their name. -Answer simple 'why' questions. -Uses the pronoun I when talking about themselves. -Can communicate what they want by speaking in a short sentence. -Uses connectives in speech and, or because. -Listen to and then follow an instruction, which has two parts. -Recognise and sing some familiar nursery rhymes. -Listens to a story or request and then responds appropriately. -Follows unrelated two-step directions given verbally. -Asks simple questions and stays on topic for two to three exchanges. -Speaks in sentences but does not always follow grammatical rules. -Describes familiar people, places and objects. Seeks additional words for new ways to describe. Speaking: 3-4yr old checkpoints from Development Matters 2021 and Listening, attention & understanding: 3-4yr old checkpoints from Development Matters 2021 LINK</p>	<p>March Speaking -Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. -Uses new or technical words learned in conversations or through reading. Compares words and their meanings. -Recall and retrieve previous key vocabulary and use in conversations / in describing learning which builds on earlier knowledge / skills. -Discusses ideas and feelings about a wide range of age-appropriate topics. -Express own opinion about experiences in the past, present and future, speaking in full sentences. -Uses compound sentences. -Share ideas linked to a concrete stimulus. -Explains thoughts about familiar people, places and events.</p> <p>Listening, attention & understanding</p>	<p>June Speaking -Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. -Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word. -Recalls and retrieves previous key vocabulary and use in conversations / in describing learning which builds on earlier knowledge / skills. -Discusses ideas and feelings about a wide range of age-appropriate topics. -Express own opinion about experiences in the past, present and future, speaking in full sentences -Uses compound sentences to good effect. -Shares ideas linked to a variety of stimuli. -Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion</p> <p>Listening, attention & understanding</p>

December

Speaking

- Speaks audibly. Use key vocabulary when talking about learning.
- Describes an event /object adding interesting details.
- Speak in well-formed sentences and a sequence of sentences.
- Explains thoughts about familiar places, people and events.
- Tells stories and engages in conversations through multiple exchanges.
- Speaks in simple complete sentences. Uses question words in speech.
- Express own opinion about experiences in the past and present. Can talk about a future event.
- In speech, distinguishes between the past and present.
- Includes new and technical words in everyday conversations.
- Asks what unfamiliar words mean.

Listening, attention & understanding

- Hold a back-and-forth conversation with others.
- Take turns to speak and listen in a group.
- Asks & answers general questions about information and stories.
- Expands on stories and information shared orally.
- With prompting, follows multi-step directions given verbally.

- Can hold a back-and-forth conversation with an adult (several exchanges, supported by adult questioning to continue conversation) and peers.
- Take turns to speak and listen in a group/class.
- Stays on topic throughout discussion.
- Asks or answers specific questions about key details from information or stories shared orally.
- Asks and answers general questions about information or stories shared orally.
- Follows multi-step directions given verbally.

- Can hold a back-and-forth conversation with adults and peers.
- Take turns to speak and listen in a group/class for a sustained period.
- Stays on topic throughout discussion and listens with attention.
- Asks or answers specific questions about key details from information or stories shared orally.
- Asks or answers specific questions about key details from information or stories shared orally.
- Remembers and follows previous rules or directions shared verbally.

ELG: Speaking

- 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.

ELG: Listening Attention and Understanding

- 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.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make comments about what they have heard and ask questions to clarify their understanding.

Personal, Social and Emotional Development

Show empathy and kindness to others / Show determination to complete a goal / Show resilience in the face of challenge / Show curiosity about the world around them

Autumn Term

Spring Term

Summer Term

Teach children to...

- Use key vocabulary (tier 2) in talking about learning.
- Know words linked to ownership, understanding 'yours' 'mine' and 'ours'.
- Follow school routines e.g. for lining up, washing hands, going to the toilet (when each step is broken down for them).
- Use feeling words using words sad, happy, nervous, excited, worried, frustrated to describe how they are feeling (some of these will need to be explicitly taught).
- Dress themselves with basic items (shirt, coat zip up).
- Meet their own needs: get a drink if they are thirsty.
- Includes others in their play.
- Wait for their turn .
- Make healthy choices about looking after their bodies (know basic hygiene routines and follow them) e.g. washing hands, brushing teeth.
- To understand we have similar and different likes.
- To understand we are all unique.

Please see PSHE Curriculum plan SCARF teaching progression

- Use key vocabulary (tier 2) in talking about learning.
- Follow taught routines and class rules without each part of the sequence being prompted E.g. what you mean by tidy up, pack away, lining up.
- Respond to an adult when they have been asked to do something.
- Try another way when their first solution doesn't work.
- Express their emotions in an appropriate way.
- Recognise how someone is feeling from the way they behave E.g. know some of the clues for spotting if someone is angry (clenched fists, shouting, red face) or upset (crying, quiet).
- Understand other people's feelings (through stories and real life).
- Use taught strategies (e.g. waiting, turn taking) to manage conflict / immediate needs not being met.
- Solve their own problems without continued adult support.
- Make healthy choices about their food and looking after their bodies - recognise some healthy/unhealthy foods.

Please see PSHE Curriculum plan SCARF teaching progression

- Use key vocabulary (tier 2) in talking about learning.
- Manage their own needs.
- Know people can feel more than one emotion at once.
- Know some strategies for calming down.
- Think about how others may react as a response to their behaviour.
- Think about the consequence of actions.
- Think about other people's perspective on a situation / other's points of view. Use this to modify their behaviour.
- Reflect on a conflict and whether what they did was the right course of action or there was a better solution.
- Give praise to others.
- Use their knowledge about what is healthy and unhealthy to make sensible choices about the foods they eat.
- Know the basics of sun safety (don't look at the sun, wear a sun cream and sun hat).

Please see PSHE Curriculum plan SCARF teaching progression

Where does it happen?

Curriculum
 PSED curriculum linked with school's PSHE curriculum.
 Discrete teaching e.g. oral hygiene.
 On-entry deficits are considered and inform the curriculum and teaching.
 Vision & values underpinning teaching & learning.
 Buddying with older children.
 The curriculum ensures that by the end of EY children are ready for Y1.

Routines
 Visual timetable.
 Self-register against emotions/feelings board.
 Modelling C&L skills in everyday routine.
 PE changing, Tidying up.
 School and playground rules.
 Children noticing and giving praise.
 Teaching children to look after belongings.

Provision & practices
 Direct teaching & guided practice.
 Daily intentional continuous provision
 - experiential role play.
 Adult modelling and high-quality language.
 Modelling positive behaviour linking to vision & values.
 Additional teaching and guided practice for identified children needing more learning time and experience.
 Enabling environments support language development.

Check children can...

On Entry - September

- Settle to some activities, showing engagement and concentration that interests them.
- Sometimes shares or take turns with others, (with adult guidance).
- Play alongside others.
- Start to understand the expectations, boundaries and classroom routines of the school.
- Go to the toilet independently.
- When given two to three options, chooses his/her most desired option.
- Initiates an activity and seeks help to complete it.
- Explains a reason why someone may be happy or sad.

Self-regulation: 3-4yr old checkpoints from Development Matters 2021 &

Managing self: 3-4yr old checkpoints from Development Matters 2021 &

Building relationships: 3-4yr old checkpoints from Development Matters 2021 – see [LINK](#)

December

Self-Regulation

- Names some personal feelings and uses strategies to manage behaviour.
- Describes preferences of self and others.
- Can tolerate delay when their needs are not immediately met.
- Sustains focus for at least 10 minutes, persisting even if there are problems or distractions.
- Can take notice of the teacher and respond to simple instructions/requests.

Managing Self

- Have another go at something they find hard.
- Can practice a known skill independently.
- Doesn't give up after one try or look and leave.

March

Self-Regulation

- Identifies and explains personal feelings. Describes appropriate responses.
- Negotiates to attain personal preference in a situation.
- Can use how they feel/awareness of others' feelings to manage their behaviour with increasing control.
- Knows what they are focusing on and can persist.
- Can take notice of the teacher and respond to simple instructions/requests.
- Sustains focus for at least 15 minutes, persisting even if there are problems or distractions.

Managing Self

- Regulate their behaviour when something doesn't work.
- Can practice a known skill independently.
- Doesn't give up after one try or look and leave.
- Participates in setting, defining and following rules and routines.
- Can explain how rules help us and makes choices accordingly.
- Has a sense of right and wrong.
- Is able to look after themselves including changing for PE, going to the toilet and healthy food choices.

Building Relationships

- Begins to describe friendships and other meaningful relationships.
- Transitions from one activity to the next and helps others through the transition.
- Has formed several relationships with others and has some strategies to deal with conflict.
- Identifies feelings of others and responds accordingly.
- Transitions from one activity to the next and helps others through the transition.
- Takes care of own needs and personal belongings.

June

Self-Regulation

- Identifies and explains personal feelings in response to stimuli in the environment and books. Makes an appropriate response.
- Shows respect for others' personal space and belongings.
- Can use how they feel/awareness of others' feelings to manage their behaviour with control in most situations.
- Knows what they are focusing on and can persist for a sustained amount of time.
- Takes notice of the teacher/other adults and responds to instructions/requests.
- Sustains focus for at least 30 minutes, persisting even if there are problems or distractions.

Managing Self

- Regulate their behaviour when something doesn't work.
- Can practice a known skill independently.
- Doesn't give up after one try or look and leave.
- Explains why rules and regulations are important and what might happen if they are not followed.
- Can explain how rules help us and makes choices accordingly.
- Has a sense of right and wrong.
- Describes strategies to adjust and calm one-self in new or stressful situations.
- Is able to look after themselves including changing for PE, going to the toilet and healthy food choices.

Building Relationships

- Describes qualities of positive relationships and ways to build them.
- Transitions from one activity to the next and helps others through the transition.
- Has formed several relationships with others and has some strategies to deal with conflict.
- Shows empathy.

<p>-Follows taught routines and rules. -Explores personal limits. Identifies when others are or are not following familiar rules and routines. -Starting to make choices based on right/wrong. -With support, negotiates ways to handle non-routine transitions. -Takes steps to look after themselves including changing for PE, going to the toilet and healthy food choices</p> <p><u>Building Relationships</u> -Initiates play, conversations and interactions with one or more persons. -Tries to comfort and assure familiar children or adults. -Share a resource with another child/ren. -Seek reassurance from a known adult. -Can talk about own needs. -Showing growing awareness of others' needs. -Seeks out opportunities to help others. Tries to solve own social problems</p>	<p>-Showing and demonstrating awareness of others' needs. -Suggests solutions to group problems or challenges.</p>	<p>-Transitions from one activity to the next and helps others through the transition. -Takes care of own needs and personal belongings. -Showing and demonstrating awareness of others' needs. -Fulfils personal roles and responsibilities when working in a group.</p> <p><u>ELG: Self-Regulation</u> -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.</p> <p><u>ELG: Managing Self</u> -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.</p> <p><u>ELG: Building Relationships</u> - 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.</p>
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Autumn Term	Spring Term	Summer Term
Teach children to...		
<p><u>Fine Motor</u> (See DSAT letter formation & pencil grip progression LINK, see pre-writing LINK and pencil grip LINK development continuums, and handwriting developmental continuum LINK) Grip a pencil between two fingers and thumb (tripod grip). Use one dominant for writing, form taught letters accurately. Draw curved and straight lines, lines which intercept etc. Make clockwise and anti-clockwise movements with a writing implement. Retrace lines, up, down clockwise and anticlockwise (to support letter writing) e.g. d, a, g, p. Hold scissors in one hand (may be incorrect grip) and cut along a line (straight and curved), use scissors to make snips. Put a coat on (including using zips). Hold a knife and fork correctly. Use of construction e.g. polydrons, smaller lego blocks, multilink cubes.</p>	<p><u>Fine Motor</u> (See DSAT letter formation & pencil grip progression LINK, see pre-writing LINK and pencil grip LINK development continuums, and handwriting developmental continuum LINK) Use a tripod grip with increased confidence and effectiveness. Use a cutlery knife to cut and a fork to hold the food item in position. Hold scissors correctly. Cut out a spiral shape. Form taught letters correctly with correct start and end point of letters. Draw some common/regular shapes, e.g. a circle, square and triangle. Draw some simple representations of common objects. Explain why they have chosen to draw in a certain way, e.g. circle for bodies, straight lines for legs.</p>	<p><u>Fine Motor</u> (See DSAT letter formation & pencil grip progression LINK, see pre-writing LINK and pencil grip LINK development continuums, and handwriting developmental continuum LINK) Have a comfortable and secure tripod grip. Use a knife and fork effectively and independently. Use scissors and tools safely and effectively. Form taught letters correctly both lower and upper case. Draw 2D shapes accurately. Use a ruler to draw a straight line.</p>
<p><u>Gross Motor</u></p> <p>KEY CONCEPTS in PE: Social, Emotional, Thinking and Challenge -Use key vocabulary (tier 2) in talking about learning: run, stop, space, jump, balance, skip</p> <p>-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching. -Use a range of movements to travel (hop, run, jump, skip etc). -Move and stop safely. -Identify and find personal space. -Move around obstacles, climb over and under obstacles. -Use core muscles to sit upright with straight back. -Pedal trikes or similar (development of muscle). -Ride scooters or similar (development of muscle).</p>	<p><u>Gross Motor</u></p> <p>KEY CONCEPTS in PE: Social, Emotional, Thinking and Challenge -Use key vocabulary (tier 2) in talking about learning: run, stop, throw, roll, team, kick, space, catch, Move, copy, space, shape, safely, around, travel, sideways, forwards, backwards, rock, around, over</p> <p>-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching. -Throw kick, and catch a large ball. -Balance on and off equipment. -Seek personal space. -Jump safely from a piece of equipment. -Remember sequences of patterns of movements relating to dance and rhythm.</p>	<p><u>Gross Motor</u></p> <p>KEY CONCEPTS in PE: Social, Emotional, Thinking and Challenge -Use key vocabulary (tier 2) in talking about learning: push, stop, jump, space, forwards, backwards, safely, balance, run, pass, roll, around, team</p> <p>KEY CONCEPTS in PE: fitness, cooperation and health. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-To develop fundamental movement/motor skills: locomotor skills, for example running and jumping; stability skills, for example twisting and balancing; manipulation skills, such as throwing and catching.</p>

<p>-Know how to sit correctly on a chair; tummy to table, feet to floor. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.</p> <p>Please see PE Curriculum plan Get Set 4 PE teaching progression</p>	<p>-Balance on a balance board. -Use core muscles to sit upright and achieve a good posture on a chair or on the floor. -Use two wheeled bikes. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.</p> <p>Please see PE Curriculum plan Get Set 4 PE teaching progression</p>	<p>-Negotiate space and obstacles safely. -Move with energy e.g. dance. -Adjust speed and change direction. -Be spatially aware. -Throw, catch, kick and pass a large ball. -To know exercise is part of keeping your body fit and the importance of healthy eating, personal hygiene such as toothbrushing for overall well-being.</p> <p>Please see PE Curriculum plan Get Set 4 PE teaching progression</p>
Where does it happen?		
<p>Curriculum PE teaching including fundamental movement skills. PE teaching – use of videos to model movement. On-entry deficits are considered and inform the curriculum and teaching. Pre – writing development (gross and fine motor control). Opportunities to have physical activity with older children / using older children as models. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines Physical activity at playtime i.e. free zone, large ball area, loose play, large play etc. Physical activity at lunchtime i.e. games. Daily transitions & movement breaks. Links with other curriculum areas i.e. preparing for moving to the dinner hall / singing / moving.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision <ul style="list-style-type: none"> ○ gross motor control, fine motor control, fundamental movement skills. Additional teaching and guided practice for identified children needing more learning time and experience incl. OT interventions. Adult modelled physical activity and skill steps. Adult use of curriculum vocabulary. Adult giving immediate feedback (AfL). Enabling environment support language development. Drawing Club Playtimes</p>
<p>Additional teaching and support for developing physical control, strength and skill See resources from Highlands Literacy including OT advice and guidance LINK. Targeted intervention for identified children i.e. Learn to move, move to learn.</p>		
Check children can...		
Fine Motor		
<p><u>On entry - September</u> -Makes marks using a writing implement with one hand. -Has strength of muscles to use tools e.g. scissors, hammer and nail. -Has a dominant hand. -Snips with scissors. Strings large beads.</p>	<p><u>March</u> -Consistently uses mature tripod grip with drawing/writing tools. -Draw recognisable objects / people with some basic features e.g. eyes, hair. -Correctly grip scissors and cut out a shape.</p>	<p><u>June</u> -Consistently uses mature tripod grip with drawing/writing tools. Legibly prints letters, numbers, and symbols. -Draw recognisable objects / people with some detail and features e.g. eyes, hair.</p>

<p>Fine motor skills: 3-4yr old checkpoints from Development Matters 2021 – see LINK</p> <p><u>December</u></p> <ul style="list-style-type: none"> -Uses a mature tripod grip with drawing/writing tools (not fist) (see pencil control resources LINK and pre-writing resources LINK). -Draw intentional shapes i.e. round shapes. -Draw intentional lines – straight, curvy, wavy, zig-zag etc. -In drawing, cross the mid-line, draw intercepting lines etc. -Use a secure grip when using different writing/drawing tools e.g. paintbrush, spatula. -Use writing implements to write taught letters. -Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. 	<ul style="list-style-type: none"> -Use writing implements correctly to write taught letters. - Is correctly forming letters linked with those taught and practiced in phonics, English lessons and provision. <ul style="list-style-type: none"> - Draw shapes and lines, of different lengths and orientation with increasing effectiveness. --In drawing, cross the mid-line, draw intercepting lines etc. -Draw & write with increasing spatial awareness, taking note of size and orientation on the page/paper/media. -Ties shoes and dresses self. 	<ul style="list-style-type: none"> -Correctly grip scissors and cut out a variety of shapes. -Use writing implements correctly to write taught letters accurately. - Is correctly forming letters linked with those taught and practiced in phonics, English lessons and provision. <ul style="list-style-type: none"> - Draw shapes and lines, of different lengths and orientation with increasing effectiveness and skill. --In drawing, cross the mid-line, draw intercepting lines etc to create whole pictures. -Draw & write with increasing spatial awareness, taking note of size and orientation on the page/paper/media as well as lines on the page. -Threads small beads. Stacks small objects. <p><u>ELG: Fine Motor Skills</u></p> <ul style="list-style-type: none"> -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.
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Gross Motor

<p><u>On entry – September</u></p> <p><i>Note italics is an example not a must have</i></p> <ul style="list-style-type: none"> -Are reliably dry during the day. -Demonstrate spatial awareness -Can balance on one leg -Show co-ordination e.g. <p><i>Age 3: Climb confidently, catch a large ball and pedal a tricycle</i></p> <p><i>Avoiding bumping into each other when running on a playground</i></p> <ul style="list-style-type: none"> -Find a space 	<p><u>March</u></p> <ul style="list-style-type: none"> - Is becoming more effective in executing basic movement skills which include co-ordination, balance and increasing strength; children can fluently combine these to create movement in balance; catch; hop; jump for distance; jump for height; and sprint run. -Send objects by rolling, throwing, pushing or kicking. -Skips confidently, gallops and slides side to side. -Changes direction and speed of movement. 	<p><u>June</u></p> <ul style="list-style-type: none"> - Is secure in executing age-appropriate basic movement skills which include co-ordination, balance and increasing strength; children can fluently combine these to create movement in balance; catch; hop; jump for distance; jump for height; and sprint run. -Send objects with control by rolling, throwing, pushing or kicking.
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NB: Observe how pupils are using their bodies, do they have fluid movement, control, able to access and use play equipment?

-Can pivot shoulder and elbow.

-Balances and hops on one foot.

-Throws both overhand and underhand. Catches or kicks moving objects.

Gross motor skills: 3-4yr old checkpoints from Development Matters 2021 - see [LINK](#)

December

Can complete basic movements that show co-ordination, balance and increasing strength, can combine these to create movement.

-rolling, crawling, walking, jumping, running, hopping, skipping, climbing [LINK](#).

-Hops from one foot to the other. Begins to skip.

-Coordinates multiple movements in simple sequences.

-Use loose play to build.

-Can sit upright, unsupported on the carpet for approx. 5 mins.

-Can sit on a chair correctly (tummy to table, feet to floor).

It is important to note the difference between what a child can do and what they choose to do independently. This statement refers to whether a child is physically able to sit on a chair and has the core strength to hold the position not whether they choose to do so when independent.

-Can bend at the wrist to support writing.

-Can avoid stationary obstacles and large slow-moving ones.

-Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.

-Explains how germs spread and simple strategies for preventing the spread.

-Use large construction to build.

-Can sit upright, unsupported on the carpet for approx. 15 mins.

-Can sit on a chair correctly (tummy to table, feet to floor).

It is important to note the difference between what a child can do and what they choose to do independently. This statement refers to whether a child is physically able to sit on a chair and has the core strength to hold the position not whether they choose to do so when independent.

-Can bend at the wrist to support writing and has elbow in a secure position to support fine motor control movement including writing.

-Seating position supports pencil grip and body position for drawing, painting, writing etc.

-Can avoid a range of stationary obstacles and slow-moving ones.

-Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.

-When feeling sick, describes symptoms. Recognises the difference between contagious illnesses and noncommunicable diseases or conditions.

-Applies general safety rules to a variety of everyday situations with little prompting.

-Skips confidently, gallops and slides side to side and avoids obstacles.

-Changes direction and speed of movement with accuracy.

-Use large construction to build and can control movement with care.

-Can sit upright, unsupported on the carpet for approx. 20 mins.

-Can sit on a chair correctly (tummy to table, feet to floor) and this aids fine motor control.

It is important to note the difference between what a child can do and what they choose to do independently.

-Can bend at the wrist to support writing and has elbow in a secure position to support fine motor control movement including writing.

-Seating position supports accurate and controlled pencil grip and body position for drawing, painting, writing etc.

-Can avoid a range of obstacles (stationary and moving) whilst moving.

-Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.

-When feeling sick, describes symptoms. Recognises the difference between contagious illnesses and noncommunicable diseases or conditions.

-Applies general safety rules to a variety of everyday situations with little prompting.

ELG: Gross Motor Skills

-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.

Literacy		
Retell a story through play / Read simple sentences and books containing phase 2, 3 and 4 sounds / Write a simple story		
Autumn Term	Spring Term	Summer Term
Reading - Teach children to...		
<ul style="list-style-type: none"> -Use key vocabulary (tier 2) in talking about learning. -Show book behaviours, start at the front, turn the pages. ----Point to the words on the page -Know print is read left to right and top to bottom. -Follow each read word with their finger. -Read some common exception words (detailed on phonics overview). -Use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview. -Read words and captions consistent with phonic knowledge by sound blending. -Respond to 'tell me what happened' using 'then' to help them sequence a part of a story. -Answer basic retrieval questions e.g. who or where questions. -Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events. -Pick out simple information from books (fiction and non-fiction). -Find the title of the book. -Have a broadened experience of stories and then name stories that they have read and enjoyed. 	<ul style="list-style-type: none"> -Use key vocabulary (tier 2) in talking about learning. -Track print to support reading of phonemes and common exception words. -Read some common exception words (detailed on phonics overview). -Use growing phonic knowledge to decode regular words and read them aloud accurately – see phonics overview. -Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping. -Read words and simple sentences containing taught graphemes. -Use sequencing words (e.g. first, before) to sequence events when retelling a story. -Use what has happened so far in the story to help them predict what could happen next (using their own life experiences). -To know what a setting is and be able to identify where stories they read are set. -Answer questions about characters and setting. -Retell major events of a story in sequence. -Ask questions about a text being read to them. -Say what they like about stories that they have read and join in with stories read to them. 	<ul style="list-style-type: none"> -Use key vocabulary (tier 2) in talking about learning. -To read with confidence a range of phonic matched books and to retell familiar stories. -To read a range of common exception words (detailed on phonics overview). -To use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview. -Blend words that contain taught digraphs e.g. shop, chip, this, bang, which. -Blend words of more than one syllable using taught graphemes. -Say what part of the story they like the best and why. -Talk about their favourite stories, comparing them to each other. Make links and connections. -Recognise that additional information may be contained in illustrations, diagrams etc. -Use story telling language – once upon a time, happily ever after. -Retell stories and include key details. Ask and answer questions about setting, characters and events. Explains who is speaking at various points throughout the story. -Begin to use expression in reading and retelling to engage a listener. -Ask detailed questions about texts they have read/being read to them, sharing what interests them.
Where does it happen?		
<p>Curriculum SSP – daily discrete phonics teaching. Daily story time, rhymes, poems and songs (tier 2 vocabulary), language of stories modelled.</p>	<p>Routines Daily story time, rhymes, poems and songs (tier 2 vocabulary, to self-regulate / during transition times etc.).</p>	<p>Provision & practices Additional discrete phonics for identified children. Additional reading for fluency – as identified. Intentional daily continuous provision where adult modelling and feedback is prevalent.</p>

<p>On-entry deficits are considered and inform the curriculum and teaching. Clear link with chosen texts (narratives, poetry and non-fiction).and curricular content across 7 areas of learning, and links with key vocabulary for all children. Matched with pupil talk. The writing curriculum ensures that be the end of EY children are ready for Y1.</p>	<p>Repetitive routines / times of day become familiar, and these structures become internalised without the need for adult instruction. Power reading pals – older children buddying up with younger children to enjoy a story book. Library time.</p>	<p>Vocabulary in the environment linked to sounds taught. Reading corner (at least one). Book of the week. Matched phonics & story to love books go home. Enabling environments (outside and inside) support language development. High quality adult interactions support learning, vocabulary acquisition and mediate emerging misconceptions.</p>
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Writing - Teach children to...</p>		
<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for all).</p> <ul style="list-style-type: none"> -Write recognisable letters, with increasing accuracy so letters are correctly formed in the school agreed style. -To link phoneme-grapheme correspondence in Sounds-Write lesson and writing teaching/guided practice. -Accurately trace lines (up, down, clockwise, anti-clockwise) to support better letter writing. -Use the correct starting point for letter families e.g. c, o. -Understand that letters have different types of lines. -Be able to move the pencil down and retrace a straight line back up (starting points for letters such as 'p'). -Keep the pencil on the page to create a continuous line, e.g. when writing 'a'. -To develop spatial awareness of the line on a page/whiteboard. -To moderate through adult feedback letter size / orientation and formation. -Grip a pencil between two fingers and thumb (tripod grip) – see fine motor control. -To write with accuracy their own name. <p><u>Writing words</u></p> <ul style="list-style-type: none"> -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -To represent initial, end and medial sounds using taught phonics. - Write CVC words. - Write phrases and short sentences that can be read by others. - Write some taught common exception words, spelt correctly (to, no, go, l, the, into). -Write their name with a capital letter at the beginning and lower case for the rest of it with most of it formed correctly. -Use past and future tense orally. 	<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need).</p> <ul style="list-style-type: none"> -Correctly, with accuracy, form all taught letters of the alphabet. -To show clear ascenders and descenders. -To correctly ascend and descend in a straight line. -To understand the difference between vertical (straight), curved and diagonal lines. -To show the difference in size between lower case and upper-case letters. -To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc). -To moderate through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. -To write (form letters correctly) in a range of writing contexts, so not just when writing in SSP lessons. <p><u>Writing words</u></p> <ul style="list-style-type: none"> -Write some taught common exception words, spelt correctly. - To represent initial, end and medial sounds using taught phonics. -Spell known words with increasing confidence. - To orally use sequencing words, e.g. 'first, next'. - Write phrases and short sentences that can be read by others. -To identify the part of common exception words that is tricky to spell. -Identify success in own writing. -Write words in response to a stimulus. - To know that 'went' is the past tense of 'go'. <p><u>Sentence Building</u></p> <ul style="list-style-type: none"> -Orally sequence at least 5 words into a sentence. 	<p>Handwriting (see handwriting developmental continuum LINK and DSAT letter formation & pencil grip progression LINK.) Plan according to pre-writing LINK and pencil grip LINK development continuums (for identified need).</p> <ul style="list-style-type: none"> -Correctly, with accuracy, form all taught letters of the alphabet. -To show clear ascenders and descenders, with appropriate size and orientation to the line. -To show the difference in size between lower case and upper-case letters. -To develop spatial awareness of the line on a page/whiteboard (several lines/smaller lines etc) so that writing sits on the line. -To moderate with increasing accuracy through adult feedback letter size / orientation and formation adjusting to the size/space around the lines. -To write (form letters correctly) in a range of writing contexts, not just when writing in SSP lessons. -To apply correct letter formation of all letters. <p><u>Writing words</u></p> <ul style="list-style-type: none"> - To use taught diagraphs in writing: ff, ll, ss, zz, ck, ch, sh, ng, th, qu, wh -To write words with CVCC, CCVC, CCVC, CCCVC structure. -Write taught common exception words, spelt correctly. - To represent initial, end and medial sounds using taught phonics. -Spell known words with increasing confidence - To orally use sequencing words, e.g. 'first, next'. - Write phrases and short sentences that can be read by others with growing detail. -Identify success in own writing. -Write words in response to a stimulus. - To know that 'went' is the past tense of 'go'.

<p>-Identify specific successes in their caption writing, with adult support -Know the personal pronoun 'I' relates to themselves and use 'I' (capitalised) in writing. - Write own name, label and captions.</p> <p><u>Sentence Building</u> -Break the flow of speech into words. -Orally say a sentence, rehearse a sentence. -Identify in a sentence meaning e.g. the cat is sleeping. Who is sleeping? The cat. -Talk using words and sentences. -Talk includes key vocabulary. -Language of stories is conveyed in talk. -Know each word needs representing separately in writing. -Separate words with spaces.</p>	<p>-Say a complete sentence aloud before writing. - Practise counting the words in a sentence so that they can remember it. - Practise repeating the sentence to hold it in memory until the point of writing. -Know that there are words that can be used to describe objects, people and things. - To know that these describing words can be part of a sentence. -Orally compose a sentence that includes descriptive words. -Write words down which convey sentence talk. -Know that writing represents meaning of the words we say and we use punctuation to show this. -Write words, phrases and simple sentences. -Start a sentence with a capital letter and end with a full stop.</p>	<p><u>Sentence Building</u> - Accurately write short sentences, with words with known sound-letter correspondences using a capital letter and full stop. -Sequence a series of sentences orally before writing. - Understand that a sentence contains one or two ideas but no more. -Use a capital letter at the start of a sentence. - Understand that a capital letter follows a full stop. -Understand that writers read and re-read their writing to check it makes sense. -Re-read a sentence to check it makes sense. - Edit with a teacher to apply knowledge of misspelt words. -Use a capital letter at the start of their name. -Use a full stop at the end of a sentence. - Understand that the purpose of a full stop is to end an idea.</p>
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Where does it happen?

<p>Curriculum Sounds Write – daily discrete phonics teaching Handwriting – daily discrete teaching of focus letters matched to SSP. Daily English learning, including English lessons, build on letter formation accuracy. On-entry deficits are considered and inform the curriculum and teaching. Writing right from the start so that all children receive the learning and practice opportunities the need through teaching and intentional provision. There is no lag in waiting for children to be developmentally ready as staff understand this is grown in school. <i>Development Matters - "Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments."</i>⁽ⁱ⁾ Writing sequencing and progression includes pre-writing/writing developmental continuum so that all children receive equitable provision and can catch up/keep up from their starting points. The writing curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines Jobs in the classroom. Writing name on pieces of work. Writing name labels/captions for models etc.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision <ul style="list-style-type: none"> o specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. o outdoor/indoor intentional. Additional teaching and guided practice for identified children needing more learning time and experience. Adult modelled writing and immediate feedback. Adult use of curriculum vocabulary. Teacher models and whiteboards are always lined. Children sit at tables to develop body strength etc. Media in provision is lined where this is intended. Enabling environments (outside and inside) support language development. Worked models of expectations in provision.</p>
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Reading - Check children can:

<p><u>On entry - September</u> -Orally blend some simple cvc words. -Name a favourite story. -Recognise their name and some common words. -Recognise an initial sound at the start of a word and can identify six to seven letters and their sounds.</p>	<p><u>March</u> <u>Word Reading</u> -Can read CEW as outlined in schools' phonics progression document. -Has phoneme grapheme correspondence for all taught units. -Segment CVC/CCVC/CVCC words. -Blend to read CVC/CCVC/CVCC words.</p>	<p><u>June</u> <u>Word Reading</u> -Can read with fluency CEW as outlined in schools' phonics progression document. -Has secure phoneme grapheme correspondence for alphabet.</p>
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<p>-Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.</p> <p>-Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>-Identifies words that have a similar beginning sound.</p> <p>-Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>Word reading: 3-4yr old checkpoints from Development Matters 2021 &</p> <p>Comprehension: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p> <p>December Word Reading</p> <ul style="list-style-type: none"> -Can read CEW as outlined in schools' phonics progression document. -Has phoneme grapheme correspondence for alphabet (or is in line with expectations in school phonics progression document.). -Segment simple CVC words. -Blend to read CVC words. -Identifies some letters and their sounds. Recognises that letters make up words. Children recognise sounds within Units 1-4 and can blend CVC words containing these sounds. - Identifies the beginning and ending sounds of words. <p>Comprehension</p> <ul style="list-style-type: none"> -Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. -Includes new and technical words in everyday conversations. --Asks what unfamiliar words mean. -Relates to the characters or events of the story and shares a similar experience or object from own life. -Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events. 	<p>-Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. Children recognise sounds within Units 1-9 and can blend CVC, CCVC and CVCC words containing these sounds.</p> <p>-Read words and captions consistent with phonic knowledge by sound blending.</p> <p>Comprehension</p> <ul style="list-style-type: none"> -Show understanding of what is read by or to them by naming main characters and key events. -Uses new or technical words learned in conversations or through reading. Compares words and their meanings. -Explains which sound of given word is the rime and which sound is the onset. -Recognises common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation. -With support, compares similarities between two texts. -With prompting, answers questions about characters and setting. Retells major events of a story in sequence. 	<p>-Recognises sounds 'ff, ll, ss, zz, ck, ch, sh, ng, th, qu, wh' and can blend these in words.</p> <p>-Segment CCCVC / CCVCC words.</p> <p>-Blend to read CVC/CCVC/CVCC words.</p> <p>-Read words, captions and text consistent with phonic knowledge by sound blending.</p> <p>Comprehension</p> <ul style="list-style-type: none"> -Show understanding of what is read by or to them by naming main characters and key events. -Identifies words whose meaning are similar. -Determines the meaning of unknown words from context or from root word. -Explains the difference between books that tell stories and those that give information. -Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts. -Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> - 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>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> - 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.
<p>Writing - Check children can:</p>		
<p>On entry - September</p> <ul style="list-style-type: none"> -Makes marks using a writing implement with one hand. -Write some letters of their name. -Attempts to print or copy familiar symbols and letters, especially those that are in own name. -Draws lines, circles or shapes and explains who or what they represent. <p>Writing: 3-4yr old checkpoints from Development Matters 2021 - see LINK</p> <p>December</p>	<p>March</p> <ul style="list-style-type: none"> -Can write recognisable letters associated with taught phonemes in SSP lessons. -Accurate letter formation of taught letters. -Increasing spatial awareness so size/orientation of known letters has improved and newly taught letters improving. -Stronger relationship between the line and letters in a range of media. -Use clearly identifiable letters to write words / phrases that can be read by others. -Can write a caption that can be read by others. 	<p>June</p> <ul style="list-style-type: none"> -Can write recognisable letters associated with taught phonemes in SSP lessons. -Accurate letter formation of taught letters. -Secure spatial awareness so size/orientation of known letters. -Strong relationship between the line and letters in a range of media. -Use clearly identifiable letters to write words / phrases / simple sentences that can be read by others. -Can write in response to a stimulus.

<ul style="list-style-type: none"> -Can write recognisable letters associated with taught phonemes in SSP lessons. -Accurate letter formation of taught letters. -Increasing spatial awareness so size/orientation of letters is improving. -Growing relationship between the line and letters. -Use clearly identifiable letters to write a word that can be read by others. -Write own name and labels. -Hear the start, end and medial sound in words and record these as a word. -Write some CEW words, spelt correctly. -Begin to put spaces in between words. -Can write in response to something. -Writes independently in provision. -Prints first name. Copies print. Emergent spelling. -Uses a combination of drawing, dictating and writing to express and record an event or idea. 	<ul style="list-style-type: none"> -Represent start, end and taught medial sounds in writing (although they may not choose the correct grapheme). -Write known and newly taught CEW words in writing. -Put spaces in between words. -Writes in response to something. -Writes independently in provision. -Prints first name. Prints upper and lower case letters appropriately. -Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. Draws pictures to support writing. 	<ul style="list-style-type: none"> -Correct phoneme-grapheme choices for start, end and taught medial sounds in writing. -Write known and newly taught CEW words in writing. - Spaces in between words is common. -Writes independently in provision. -Uses emergent spelling (for new combinations of letters, not taught specifically in SSP) to write words that are connected to a given topic or opinion. -Draws pictures to support writing. <p><u>ELG: Writing</u></p> <ul style="list-style-type: none"> - 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.
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Mathematics		
Understand numbers in depth to 10 / Recognise the pattern of the counting system / Compare quantities in different contexts		
Autumn Term	Spring Term	Summer Term
Maths - Teach children to...		
<p>The EY mathematics curriculum is detailed below. It is crucial that through the mastery approach this is established during the autumn term, and then securely built on in spring and finally summer. This will ensure that children are ready for Y1 and as part of meeting the ambition for your EY curriculum, children also meet the ELGs.</p>		
<p>Please refer to White Rose and Number Sense/Medium Term planning for details of sequencing and content.</p>		
<p>Develop the six key areas of early mathematics https://www.ncetm.org.uk/in-the-classroom/early-years/ where you will find links to ‘typical progression of key ideas in this concept’.</p>		
<p>Cardinality & counting - Understanding that the cardinal value of a number refers to the quantity, or ‘howmanyness’ of things it represents</p> <ul style="list-style-type: none"> ○ Counting: saying number words in sequence ○ Counting: tagging each object with one number word ○ Counting: knowing the last number counted gives the total so far ○ Subitising: recognising small quantities without needing to count them all ○ Numeral meanings ○ Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away) 		
<p>Comparison - Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</p> <ul style="list-style-type: none"> ○ More than/less than ○ Identifying groups with the same number of things 		

- Comparing numbers and reasoning
- Knowing the 'one more than/less than' relationship counting numbers

Composition - Understanding that one number can be made up from (composed from) two or more smaller numbers

- Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining a total)
- Inverse operations
- A number can be partitioned into different pairs of numbers
- A number can be partitioned into more than two numbers
- Number bonds: knowing which pairs make a given number

Pattern - Looking for and finding patterns helps children notice and understand mathematical relationships

- Continuing an AB pattern
- Copying an AB pattern
- Make their own AB pattern
- Spotting an error in an AB pattern
- Identifying the unit of repeat
- Continuing an ABC pattern
- Continuing a pattern which ends mid-unit
- Making their own ABB, ABBC patterns
- Spotting an error in an ABB pattern
- Symbolising the unit structure
- Generalising structures to another context or mode
- Making a pattern which repeats around a circle
- Making a pattern around a border with a fixed number of spaces
- Pattern spotting around us

Shape & space - Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

- Developing spatial awareness: experiencing different viewpoints
- Developing spatial vocabulary
- Representing spatial relationships
- Share awareness: developing share awareness through construction
- Identifying similarities between shape
- Showing awareness of properties of shape
- Describing properties of shape
- Developing an awareness of relationship between shapes

Measures - Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

- Recognising attributes
- Comparing amounts of continuous quantities
- Showing awareness of comparison in estimating and predicting
- Comparing indirectly
- Recognising the relationship between size and number of units
- Beginning to use units to compare things
- Beginning to use time to sequence events
- Beginning to experience specific time duration

Number sense – see **NCETM Early Years Typical Progression Charts with additional guidance for practitioners** [LINK to NCETM PROGRESSION CHARTS](#)

Spatial awareness and reasoning- see **ECMG Spatial Reasoning in Early Childhood** [LINK TO FOLDER with 3 key docs.](#)

Represent maths – see **ECMG Developing Mathematical Graphics in the Early Years** [LINK](#)

Use own symbols and marks which represent meaning, as well as numerals.

Key mathematical learning attributes and behaviours:

1. Noticing maths – saying what they see. Using key mathematical language and vocabulary in talking about learning.
2. Thinking mathematically – notice, assign meaning, make connections (linked with use of manipulatives and representations).
3. Talking mathematically – a) when a child talks, they hear for themselves what they are thinking, b) when children talk they share with another what they are thinking, which can then be facilitated.
4. Being curious about what they see / hear / experience / manipulate in maths.
5. Children making sense and forming connections for themselves rather than being told by adults what it is/isn't.
6. Responding to questions to provoke thinking i.e. Are you sure? How do you know? Which then ensures children have to go deeper and be explicit using words and explanations.
7. Children see and manipulate maths structure through careful choice of visual/representation/manipulative.
8. Children record maths learning as part of sense making. This capture builds over time and enables children to become more secure and notice changes over time.

For further information, see - **Mastery in Mathematics in the Early Years** [LINK](#) and **NCETM Progression representations & structure** [LINK](#)

Where does it happen?

Where does it happen?		
<p>Curriculum School's curriculum nurtures the mastery approach and is underpinned by EY mastery principles. The school's vehicle has a clear sequence of content and progression of vocabulary, knowledge, skills and conceptual understanding. It ensures that by the end of EY children are ready for Y1. On-entry deficits are considered and inform the curriculum and teaching. Planning and therefore teaching and provision nurtures secure mathematical thinking and understanding, rather than children</p>	<p>Routines Snack Time Counting/counting rhymes during transition periods. Counting children present in school and representing on tens frames. 7 days of the week and names. 12 months in the year and names. Counting poems/songs. Maths vocabulary is part of everyday life i.e. 1 more / smaller / heavy / before /after etc.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits maths talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact.</p>

<p>'doing' maths but being unable to explain the mathematical content. Careful consideration is given to representations / manipulatives which best support conceptual understanding. Daily maths learning, including maths lessons, enables all children to access the full curriculum.</p>	<p>All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Adult use of curriculum vocabulary – 'teachable moments'. Media in provision is squared where this is intended. Manipulatives are linked to maths structure. Enabling environments (outside and inside) support language development.</p>
<p>Check children can...</p>		
<p><u>On entry - September</u> -Subitise numbers to 3. <i>(immediate recognition, not counting individually)</i> -Say numbers in sequence up to 6 in order (Stable number). -Shows 1:1 correspondence when counting <i>The number the child says might be incorrect, but they move one object every time they change the number they say.</i> -Count a small set of objects and tell you how many there are in total (cardinal principle). -Talk about 2D and 3D shapes using mathematical language. -Continue an ABAB pattern. -Use words to describe position e.g. behind, next to, in front.</p> <p>Number: 3-4yr old checkpoints from Development Matters 2021 & Numerical patterns: 3-4yr old checkpoints from Development Matters 2021 - see - LINK</p> <p><u>December</u> Number LINK to NCETM PROGRESSION CHARTS -Understands early progression in cardinality & counting, comparison, composition, pattern. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/ -Uses vocabulary associated with content taught, in direct teaching and CP opportunities. -Identifies numbers to 10. 1:1 correspondence in counting to 10.</p>	<p><u>March</u> Number LINK to NCETM PROGRESSION CHARTS -Understands early progression in cardinality & counting, comparison, composition, pattern. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/ -Uses vocabulary associated with content taught, in direct teaching and CP opportunities. -Can count 10 objects in a variety of contexts with 1:1 correspondence. -Knows names of shapes: circle, triangle, square, rectangle and the number of sides each shape has. -Identifies two- and three-dimensional shapes and symbols regardless of orientation. -Identifies, sorts and classifies objects by at least two features. -Know number bonds up to 5.</p> <p>Numerical patterns LINK to NCETM PROGRESSION CHARTS -Understands early progression in pattern. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/ -Uses vocabulary associated with content taught, in direct teaching and CP opportunities. -Verbally count beyond 15 and recognise the pattern of number. -Understands the words equal, odd, even and share e.g. can share up to 10 objects into 2 equal groups. -Can say one more or one less than a number (no higher than 10).</p>	<p><u>June</u> Number LINK to NCETM PROGRESSION CHARTS -Understands early progression in cardinality & counting, comparison, composition, pattern. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/ -Uses vocabulary associated with content taught, in direct teaching and CP opportunities. -Can count / accurate 1:1 correspondence a range of objects in a variety of contexts. Notices and self-corrects errors. -Independently know number bonds up to 10 and prove knowledge through demonstration. Notices and self-corrects errors.</p> <p>Numerical patterns LINK to NCETM PROGRESSION CHARTS -Understands early progression in pattern. See LINK and https://www.ncetm.org.uk/in-the-classroom/early-years/ -Uses vocabulary associated with content taught, in direct teaching and CP opportunities. -Verbally count beyond 20 and recognise the pattern of number. -Demonstrates understanding of one more or one less than a number (no higher than 10) in a range of contexts. Starts to make connections between similar quantities of number i.e. if we take a cake from the plate with 7 on and the plate with 5 on, they both have one less.</p>

-Subitise numbers to 5.

Numerical patterns [LINK to NCETM PROGRESSION CHARTS](#)

-Understands early progression in pattern. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>

-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.

-Verbally count beyond 10.

-Can look at 2 groups and say which has more or less, or if they both have the same.

-Can see and talk about the effect of combining two numbers or quantities – greater value number/quantity.

Shape and Space [LINK TO FOLDER with 3 key docs.](#)

-Understands early progression in space and shape, measures. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>

-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.

-Knows names of shapes: circle, triangle, square and the number of sides each shape has.

-Identifies and corrects the orientation of familiar objects and symbols.

-Sorts objects by more than one feature and explains why.

-Can identify things that are: longer, shorter, smaller, empty, full (as part of an adult led group), and can compare.

-Estimates (not always logically) size and volume. Measures and describes findings.

-Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.

-Use positional language e.g. top, middle, bottom, inside, between.

Shape and Space [LINK TO FOLDER with 3 key docs.](#)

-Understands early progression in space and shape, measures. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>

-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.

-Can compare different quantities and lengths.

-Makes logical estimates and uses measurement tools to check estimation.

-Orders multiple objects by two or more features. Orders events in time.

-Uses relevant positional language in a variety of contexts.

-Gives and follows positional instructions to find objects or places.

Mathematical reasoning and problem solving [\(relevant to all areas of mathematics\)](#)

-Use taught mathematical vocabulary.

-Children develop representing their mathematical understanding and models used by adults are noticed and drawn from. See ECMG Developing Mathematical Graphics in the Early Years [LINK](#)

-Children notice errors and are metacognitive.

-Mentally eliminates possible solutions to a problem by thinking through their potential results.

- Can prove their own learning through verbal explanation and demonstration using representations and/or manipulatives.

-Use taught vocabulary e.g. linked to topics.

-Understands the words equal, odd, even and share e.g. can share up to 10 objects into different equal groups. -Can compare different quantities and lengths and use appropriate vocabulary to describe them.

Shape and Space [LINK TO FOLDER with 3 key docs.](#)

-Understands early progression in space and shape, measures. See [LINK](#) and <https://www.ncetm.org.uk/in-the-classroom/early-years/>

-Uses vocabulary associated with content taught, in direct teaching and CP opportunities.

-Can describe properties of some 2D and 3D shapes using the correct language.

-Matches two-dimensional shapes to corresponding three-dimensional shapes.

-Answers questions about data or objects sorted in up to three categories.

-Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.

-Compares the length of two objects by using a third object (the length unit). Orders three objects by length.

-Uses relevant positional language in a variety of contexts.

-Gives and follows positional instructions to find objects or places.

Mathematical reasoning and problem solving [\(relevant to all areas of mathematics\)](#)

-Use taught mathematical vocabulary.

-Children's representations support their mathematical understanding and models used by adults are utilised. See ECMG Developing Mathematical Graphics in the Early Years [LINK](#)

-Children notice errors and are metacognitive.

--Explains the sequence of his/her problem-solving strategy. Notices and self-corrects errors.

<p>-Explains the location of an object in relation to another object or person.</p> <p><u>Mathematical reasoning and problem solving (relevant to all areas of mathematics)</u></p> <ul style="list-style-type: none"> -Use taught mathematical vocabulary. -Children start to represent their mathematical understanding. See ECMG Developing Mathematical Graphics in the Early Years LINK -Children notice errors and are metacognitive. -Uses previous knowledge to determine which solution to try first when solving a problem. - Can prove their own learning through verbal explanation and demonstration using representations and/or manipulatives. 		<ul style="list-style-type: none"> - Can prove their own learning through verbal explanation and demonstration using representations and/or manipulatives. <p><u>ELG: Number</u></p> <ul style="list-style-type: none"> - 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. <p><u>ELG: Numerical Patterns</u></p> <ul style="list-style-type: none"> - 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.
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Understanding the World		
Know their own family / Care for our world / Appreciate different religions and culture / Understand how to read a simple map		
Autumn Term	Spring Term	Summer Term
Past and Present - Teach them to...		
<p>KEY CONCEPT: Community and Culture, Exploration and Invention, -Use key vocabulary (tier 2) in talking about learning.</p> <p>-To say one thing that has changed about me over time after looking at photographs. -To know one thing that I can do now that I couldn't do when I was a baby. -Understand that photos are a way of showing what happened in the past. -To know that event come in sequence and tell my teacher what comes next in the school day. -To talk about some sequences of things in their own life. -To know words /phrases like yesterday, last week, last year relate to different amounts of time. -Know we do different things at different times of the day and different times of the year e.g. Christmas. -Know that they belong to the school community of Milldown CE Academy. -Talk about who makes up their family and describe them. -To talk about things that have happened.</p> <p><u>Topic specific vocabulary & knowledge.</u></p>	<p>KEY CONCEPT: Significance, Conflict and Disaster -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Understand that photos are a way of showing what happened in the past. -Know that objects and stories can also help us learn about the past. -Know that some things are the same and some things are different in the past, be able to name some of the similarities and differences. -Recognise that some things happened before they were born. -To know and use phrases a long time ago/ many years ago and know these relate to time before they were born. -Know we do different things at different times of the day and different times of the year e.g. Easter. -Understand that families can all be different (cross reference with PSHE curriculum). -To know about people outside their family and talk about what makes them special (e.g. figures from the past) -To talk about things in the past, present and future (e.g. things that are personal to them).</p> <p><u>Topic specific vocabulary & knowledge.</u></p>	<p>KEY CONCEPT: Significance, Explorations and Invention -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Understand that photos are a way of showing what happened in the past. -Talk about things that are the same/different in a story about the past compared to now. -To give an opinion on change e.g. talk about if changes have made things better or worse. -To talk about why something might have changed e.g. aeroplanes that have a roof where it didn't before, when cars used to have to wound up, when irons had to be warmed in a fire. -To identify if something (object / photo/story) is from a long time ago. -To know that they are part of a wider community (groups, clubs, church, neighbourhood).</p> <p><u>Topic specific vocabulary & knowledge.</u> Please see History teaching progression for more details.</p>

<p>Please see History teaching progression for more details.</p>	<p>Please see History teaching progression for more details.</p>	
<p>People, Culture and Communities - Teach children to...</p>		
<p>KEY CONCEPT: Immediate environment -Use key vocabulary (tier 2) in talking about learning including words relating to relative positions.</p> <p>-To know that they go to Milldown School. -To know the name of the road that school is Milldown Road. -To know the name of the road that they live on. -To know the name of the village/town they live in Blandford. -To know they live in England and this is a country. -To know a map is a way of showing a route from one place to another. -Notice the environment and nature that is around them e.g. the school grounds, trees, flowers. -make a 3d map with small world. <i>See Science for knowledge linked to seasons</i></p> <p><u>Topic Specific Vocabulary & Knowledge</u></p> <p>Please see Geography teaching progression for more details.</p>	<p>KEY CONCEPT: Compare life in own and other countries -Use key vocabulary (tier 2) in talking about learning including words relating to relative positions.</p> <p>-Understand why we should respect and look after the world. -know simple ways to look after the world. -Draw a simple map from a familiar story. -Use words that show distance e.g. near, far. -To recognise some similarities and differences between life in this country and other countries (avoiding and addressing stereotypes)</p> <p><i>See Science for knowledge linked to seasons</i></p> <p><u>Topic Specific Vocabulary & Knowledge</u></p> <p>Please see Geography teaching progression for more details.</p> <p>-To recognise some similarities and differences between life in this country and other countries (avoiding and addressing stereotypes)</p>	<p>KEY CONCEPT: Immediate Environment -Use key vocabulary (tier 2) in talking about learning including words relating to relative positions.</p> <p>-Understand why we should respect and look after the world. -Know simple ways to look after the world. -Know what a map is/what it is used for. -Follow clues on a simple treasure hunt that describes easily identified features. -Follow instructions that include prepositions: behind, under, beside etc. -To know that a map can show how things on a journey are positioned to each other. -To know they live in England and this is part of the United Kingdom -Recognise parts of the school on a map. -Draw a 3d local area map (eg a picture of a tree / building that you have walked past). <i>See Science for knowledge linked to seasons</i></p> <p><u>Topic Specific Vocabulary & Knowledge</u> Please see Geography teaching progression for more details.</p>
<p>The Natural World - Teach children to...</p>		
<p>-Use key vocabulary (tier 2) in talking about learning. -Planned use of picture books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Observation</u></p>	<p>-Use key vocabulary (tier 2) in talking about learning. -Planned use of picture books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Observation</u></p>	<p>-Use key vocabulary (tier 2) in talking about learning. -Planned use of picture books to expose, explore and support the teaching and discussion of important vocabulary that lays the foundation for future learning.</p> <p><u>Observation</u></p>

<p>-Identify and name things. -Talk about what they can see, hear and feel. -Know some words to describe size and texture: bumpy, rough smooth, big, small, long. -Notice new things in the environment around the (I wonder, have you noticed that....).</p> <p><u>Questioning</u> -To know that a question is something we ask to find something out. -To use how and why words.</p> <p><u>Planning</u> -To carry out a simple test. -Test as a response to an adult led question (e.g. what would happen if).</p> <p><u>Predicting</u> -Notice cause and effect (holding chocolate makes it melt).</p> <p><u>Gathering and recording</u> -Perform simple tests with support. -Draw a picture of what they have observed.</p> <p><u>Concluding</u> -Say what has happened.</p> <p><u>Topic Specific Vocabulary & Knowledge</u> Please see Science teaching progression for more details.</p>	<p>-Compare similarities and differences. -Sort and classify objects using taught vocabulary.</p> <p><u>Questioning</u> -Ask simple questions using how, why and what if.</p> <p><u>Planning</u> -Suggest a way to answer a question.</p> <p><u>Predicting</u> -Being able to talk about I think.. -Predict <i>what will happen</i> during play.</p> <p><u>Gathering and recording</u> -Draw and label what they have observed.</p> <p><u>Concluding</u> -say what happened using comparative language. (bigger, smaller).</p> <p><u>Topic Specific Vocabulary & Knowledge</u> Please see Science teaching progression for more details.</p>	<p>-Observe how one thing changes over time e.g. plant growth, tadpoles to frogs.</p> <p><u>Questioning</u> -ask questions to test the answer to something e.g. does wood float? Which creatures live under logs?</p> <p><u>Planning</u> -Test their predictions through play experimenting.</p> <p><u>Predicting</u> -Give reasons why they think something will happen.</p> <p><u>Gathering and recording</u> -Make their own recordings, e.g. draw, labels, pictograms, e.g. 3 circles for 3 creatures found. -Use simple equipment to measure e.g. sand times, unifix cubes for distance. -Identify what is the <i>same</i> and what is <i>different</i> by describing what has been observed.</p> <p><u>Concluding</u> -Say why they think something happened (use because) e.g. the ice melted because it got hot.</p> <p><u>Topic Specific Vocabulary & Knowledge</u> Please see Science teaching progression for more details.</p>
RE - Teach children to...		
<p>KEY CONCEPTs: beliefs & practice as seen in festivals and religious celebrations and events i.e. birthdays, Christmas and Easter. -Use key vocabulary (tier 2) in talking about learning. -Know what makes us special.</p>	<p>KEY CONCEPTs: beliefs & practice as seen in festivals and religious celebrations and events i.e. birthdays, Christmas and Easter. -Use key vocabulary (tier 2) in talking about learning.</p>	<p>KEY CONCEPTs: beliefs & practice as seen in festivals and religious celebrations and events i.e. birthdays, Christmas and Easter. -Use key vocabulary (tier 2) in talking about learning.</p>

<p>-Know things you do with your family that are special to you. -Know about the school values and be able to talk about what they mean to you. -Enjoy and get to know at least one familiar Bible story. -Know what a tradition is and can say one thing that they do as a tradition at home.</p> <p><u>Topic vocabulary & specific knowledge</u> Please see RE teaching progression for more details.</p>	<p>-Know things you do with your family and friends that are special to you. -Know about the school values and be able to talk about what they mean to you and other people. -Enjoy and get to know several familiar Bible stories -Know some of the signs of new life in spring such as flowers, eggs and baby animals.</p> <p><u>Topic vocabulary & specific knowledge</u> Please see RE teaching progression for more details</p>	<p>-Know things you do with your family and friends that are special to you. -Know about the school values and be able to talk about what they mean to you and other people. -Know about a range of stories with morals 'The Boy who cried Wolf' (Aesop's fables) including Bible stories -Be able to identify a moral of the story. -Know how the characters might have felt. -Know what a home is and what makes it special to me. -Know the differences between different homes around the world (avoiding and addressing stereotypes).</p> <p><u>Topic vocabulary & specific knowledge</u> Please see RE teaching progression for more details</p>
Computing - Teach children to...		
<p>KEY UNDERSTANDING: computer science, IT and digital literacy which are the start of KEY CONCEPTS: connect, communicate and logic. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that computers are in our digital devices i.e. phones and that they have been created by people. (Computer science) - Know that technology carries information, and we have some at school and at home i.e.name technology in their home. (IT) -To use technology in school to support learning (games for phonics etc). (IT) -Use technology to take pictures. (IT) -Know who to speak to in school if something upsets them at home. (Digital Literacy) -Know that too much screen time is not a healthy choice. (Digital Literacy)</p> <p><u>Topic vocabulary & specific knowledge</u></p>	<p>KEY UNDERSTANDING: computer science, IT and digital literacy which are the start of KEY CONCEPTS: connect, communicate and logic. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that computers and digital devices have been programmed (created) by people. (Computer science) - Know that technology carries information, and we have some at school and at home i.e.name technology in school and talk about its uses. (IT) -To use technology in school to support learning. (reading on the IWB) (IT) -Use technology to draw with. (IT)</p> <p>Digital Literacy -Talk about how important a sensible amount of screen time is. -Describe ways that some people can be unkind online. -Know to not click on things when you don't know what they are or speak to strangers online.</p>	<p>KEY UNDERSTANDING: computer science, IT and digital literacy which are the start of KEY CONCEPTS: connect, communicate and logic. -Use key vocabulary (tier 2) in talking about learning.</p> <p>-Know that computers and digital services have been programmed (created) by people and we can do this too i.e. bee-bots. (Computer science) - Know that technology carries information, and we have some at school and at home i.e.name technology in school and talk about its uses. (IT) -To use technology in school to support learning (reading on the IWB). (IT) -Use technology to draw with. (IT)</p> <p>Digital Literacy -Know what a sensible amount of screen time is. -Be able to talk about how to stay safe online (talk to teacher/trusted adult; not click on unknown things; not give name out).</p>

<p>Please see Computing teaching progression for more details</p>	<p>-Know to follow the school’s online safety rules in order to be safe online/ on a screen both at school and at home. -Know to tell an adult if something upsets them online/ on a screen. -Know trusted adults can help to keep them safe (online and offline). -Ask an adult when they want to use the internet.</p> <p><u>Topic vocabulary & specific knowledge</u> Please see Computing teaching progression for more details</p>	<p><u>Topic vocabulary & specific knowledge</u> Please see Computing teaching progression for more details</p>
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Where does it happen?

<p>Curriculum Understanding the world content is mapped out, sequenced and progressive allowing children to build vocabulary, knowledge and secure understanding. Vision & values underpinning teaching & learning. On-entry deficits are considered and inform the curriculum and teaching. The sequenced EY curriculum enables children to build schema (mental models) associated with the subject disciplines they will encounter in KS1. Children whilst not necessarily being able to say which subject, can talk about their learning using appropriate vocabulary. Careful links which support the development of schema are planned within and across the curriculum. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines 12 months in the year, names and seasons. Weather identification. Special days/festivals, celebrations and traditions. Children’s birthdays. School calendar events. Church calendar events. Collective Worship. All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision <ul style="list-style-type: none"> o specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. o outdoor/indoor intentional. Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits learning talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact. Adult use of curriculum vocabulary. Fiction, non-fiction and poetry to match curriculum learning. Media in provision is matched with what is intended. Enabling environments (outside and inside) support language development. Visits and visitors to enrich learning – Farm trip</p>
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Check children can...

<p><u>On entry - September</u> -Show curiosity and respond to the learning environment. <i>-explores resources that have been put out</i> <i>-uses all of the environment (inside and out).</i> -Can talk about their own life. -Recognizes symbols and landmarks. -Recalls information and events from the past. -Identifies if an object can grow, eat or move.</p>	<p><u>March</u> <u>The Natural World</u> -Use taught vocabulary e.g linked to topics. -Talk about plants and/or animals they have learnt about. -Talk about the differences between <u>taught environments</u> (e.g. if you have taught about the arctic they should be able to talk about how it is different to here).</p>	<p><u>June</u> <u>The Natural World</u> -Use taught vocabulary e.g linked to topics. -Talk about the differences between <u>taught environments</u> (e.g. if you have taught about the arctic they should be able to talk about how it is different to here). -Ask questions related to stimulus and drawing upon prior learning.</p>
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-Identifies the climate and weather in the immediate environment.

The Natural World: 3-4yr old checkpoints from Development Matters 2021 &

People, Culture & communities: 3-4yr old checkpoints from Development Matters 2021 &

Past and Present: 3-4yr old checkpoints from Development Matters 2021 - see [LINK](#)

December

The Natural World

- Use taught vocabulary e.g home, road, family.
- Describe what they can see in school environment.
- Make a simple link between cause and effect (the sky is dark it's going to rain).
- Asks questions or shows curiosity about scientific phenomenon. Predicts an outcome.
- Explores scientific phenomenon and records observations by drawing.
- Describes and compares observations of scientific phenomenon.
- Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.
- Sorts organisms as living or non-living and explains why.
- Manipulates matter and observes any physical changes that may occur.
- Experiments with and explains invisible forces (ramps, magnets, etc.).
- Explains how weather and climate changes may affect personal life. Identifies the current season.
- Describes a habitat and its characteristics.

People Culture and Communities

- Use taught vocabulary e.g linked to topics.

-Ask simple questions linked with observation and known knowledge?

- Explores scientific phenomenon and records observations by drawing.
- Predicts multiple outcomes to a question or situation and explains personal reasoning.
- Gathers information or experiments to prove/disprove a hypothesis.
- Uses information and observations to verify a prediction.
- Describes how living things attain what they need to survive.
- Describes the features of living things and groups them by similar features.
- Classifies and sorts materials by a variety of physical properties.
- Experiments and compares the movement of various objects on a variety of surfaces.
- Explains that different places have different kinds of weather and climates.
- Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.

People Culture and Communities

- Use taught vocabulary e.g linked to topics.

-Explores scientific phenomenon and records observations by drawing.

- Inquiries about a scientific phenomenon and explains which prediction seems most probable.
- Experiments or gathers information. Records findings in tables, charts or diagrams.
- Uses prior knowledge and gathered information to make simple inferences.
- Describes how an organism's features and surroundings help it survive.
- Explains the purpose of specific features for various groups of organisms.
- Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.
- Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.
- Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.
- Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.

People Culture and Communities

- Use taught vocabulary e.g linked to topics.

- Children can talk about where they are, the place they are in i.e. the classroom / hall / field. They can connect this to other known places in the school.
- Talk about the school environment and people who work here.
- Know that their classroom is a place in school, and that the school is part of XXX town/environment.
- Build this sense of place (through stories) to people who live in our country.
- Identifies what is represented on a map. Draws pictures of current location.
- Talk about similarities and differences between me and other people. Can do the same when referring to learning from books read.
- Experiments with simple technology to solve problems or accomplish tasks.
- Know who to go to if something worries them online

Past and Present

- Use taught vocabulary e.g linked to topics.
- Uses language of time to describe familiar sequences of events.
- To talk about things in the past, present and future that are personal to them (self and family).
- Talk about similarities and differences in school and through books read.
- Use time vocabulary to talk about now, past, future.
- Retell a time in the past from a story.
- Talk about the differences between now and then (a given point in time.)
- Know that when their parents were children this was in the past. Begin to understand that when their grandparents were children, this was even longer ago.

- Talk about what is beyond the school in the immediate environment and people who live there.
- Recreate a map of something s/he cannot immediately see.
- Extend this (through stories) to people who live beyond our country.
- Talk about similarities and differences between me and other people (communities) in detail. Can do the same when referring to learning from books read.
- Say how to can keep themselves safe online e.g. don't speak to strangers, don't use my name.
- Uses familiar tools and technology to produce a desired result or solve a specific problem.

Past and Present

- Use taught vocabulary e.g linked to topics.
- To talk about things in the past, present and future which are related to the learning: an event at school and an event in the local community.
- Retell historical past events or stories.
- Use time vocabulary to talk about now, past, future.
- Talk about the differences between now and then (a given point in time.)
- Build on knowing that when their parents/grandparents were children this was in the past. Link this to school-specific content.
- Talk about the past through stories linked with the school's unit/topic.

- Talk about what is beyond the school and immediate environment and people who live there. Local town / local sights.
- Locates familiar places on maps. Uses cardinal directions to follow and give directions.
- Can talk about (through a variety of stories) people who live beyond our country.
- Talk about similarities and differences between me and other people (communities) in detail. Can do the same when referring to learning from books read.
- Understands that people get together (a community) for different reasons, religious / cultural / interests. Relate this to them and their family as part of the local community.
- Say how to can keep themselves safe online e.g. don't speak to strangers, don't use my name.
- Uses familiar tools and technology to produce a desired result or solve a specific problem.

Past and Present

- Use taught vocabulary e.g linked to topics.
- To talk about things in the past, present and future which are related to the learning: an event at school, an event in the local community and society.
- Retell historical past events or stories using time language and past tense grammar.
- Independently use time vocabulary to talk about now, past, future.
- Talk about the differences between now and then, and the future (given a point in time.)
- Build on knowing that when their parents/grandparents were children this was in the past. Link this to school-specific content encountered in the spring term.
- Talk about the past through stories linked with the school's unit/topic.

ELG: [The Natural World](#)

-Talk about the past through stories linked with the school's unit/topic.

- 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.

ELG: People Culture and Communities

- 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.

ELG: Past and Present

- 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;

Expressive Arts and Design

Create drawings, paintings or models with thought and reflection / Perform a dance, story, song, poem or rhyme in front of an audience

Autumn Term	Spring Term	Summer Term
Art - Teach children to...		
<p>KEY CONCEPTS in art & design: Drawing, Sculpture, Painting -Use key vocabulary (tier 2) in talking about learning.</p> <ul style="list-style-type: none"> -That different media creates a different effect e.g. chalk can draw on anything, felt tips are bright, crayons weaker colour. -To begin to use a variety of drawing tools. -Draw shapes e.g. circle for head. -Draw straight and curved lines (link writing). -Name red, yellow and blue and experiment with primary colours. -Name some secondary colours. -Use some form of tripod grip to hold a paintbrush / chalk, pencil etc. -To use hands, brushes, natural resources. -To create using paint and different media- paint, paper, natural objects. -Handling, manipulating and enjoying using materials -To know objects shape / textures can be transferred to paper (e.g. hand print / rubbing). -Mould dough /clay by pinching, rolling, stretching and squeezing. -Say what they want to make. -To compare their work to Andy Goldsworthy and notice some things that are the same and different. -To say what they did and how they did it (materials, tools techniques). -To describe their picture and say what it is. 	<p>KEY CONCEPTS in art & design: Drawing, Sculpture, Painting -Use key vocabulary (tier 2) in talking about learning.</p> <ul style="list-style-type: none"> -How to get different effects from different media e.g. chalk can smudge. -Use drawing to tell a story. -To make thick and thin lines (e.g. with different paintbrushes). -Create some recognisable shapes and features e.g. a rainbow or a circle for a sun, a face. -Mix colours to make new ones. -Add detail to drawings which represent each part of the object (e.g face, body, legs). -Make a repeated press print pattern with chosen objects (beads, straws buttons, sponges etc) paint & press. -To make choices about the materials and colours they use. -Select appropriate resources and say what they are going to make. -To describe their picture and say what they like about it. -Mould dough / clay into a shape of a specific object (e.g. dog, boat) by pinching, rolling, stretching and squeezing. -To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different. -To talk about a process (how they have used a tool) to make a picture / print. -Handling, manipulating and describing the materials being used and their effects. 	<p>KEY CONCEPTS in art & design: Drawing, Sculpture, Painting -Use key vocabulary (tier 2) in talking about learning.</p> <ul style="list-style-type: none"> -To use understanding of line to create a drawing, describe its features and explain choices made. -Add detail to drawings which represent objects e.g. details on a face, eyes nose mouth. -Encourage accurate drawings of people. -Know how to make some secondary colours e.g. green. -To use understanding of colour to create a painting, describe its features and explain choices made. -To use understanding of texture to create visual art, describe its features and explain choices made. -Combine materials to create new textures (e.g. paint and sand/lentils). -To use understanding of form to create a 3D piece of art , describe its features and explain choices made. -Mould dough / clay into a shape of a specific object and add detail to it (e.g. tools to make marks on it to decorate). -To use understanding of print to create a print work, describe its features and explain choices made. -To use understanding of pattern to create a piece of art, describe its features and explain choices made. -To compare their work to someone else's (e.g. artists linked to school's curriculum/text) and notice some things that are the same and different. -To talk about a process (how they have used a tool) to make a picture / print. -Handling, manipulating and describing the materials being used and their effects.
DT - Teach children to...		
<p>KEY CONCEPTS in DT: design and function. -Use key vocabulary (tier 2) in talking about learning.</p>	<p>KEY CONCEPTS in DT: design and function. -Use key vocabulary (tier 2) in talking about learning.</p>	<p>KEY CONCEPTS in DT: design and function. -Use key vocabulary (tier 2) in talking about learning.</p>

<ul style="list-style-type: none"> -Use the language of designing and making (join, build, shape). -Handle equipment and one hand tools e.g. scissors safely and effectively. -Identify what they like about their creation. -Know different ways in materials can be joined using glue, cellotape, making tape, split pins, staples, paper clips. -Have experience of different types of materials. -Identify what they like about their creation. -Show curiosity about how things work e.g. moving toys, pop up books. -Say whether a product is fit for purpose e.g. a castle for a giant. <p><u>Topic vocabulary & specific knowledge</u> Please see D&T teaching progression for more details</p>	<ul style="list-style-type: none"> -Know that materials can be joined together in different ways and that some ways are better than others -Select appropriate resources and say what they are going to make -Select appropriate tools and techniques needed to shape, assemble and join materials; use these safely. -That idea of improvement, eg by showing 2 models, noticing that one is better than the other and beginning to articulate why -To plan what they want to make e.g. verbal. -Know how to make some simple mechanisms e.g. pop-ups. -Give reasons why a product is fit or not fit for purpose e.g. clothes for a teddy. <p><u>Topic vocabulary & specific knowledge</u> Please see D&T teaching progression for more details</p>	<ul style="list-style-type: none"> -Talk about their creation and how they made it -Choose and use appropriate tools and techniques needed to shape, assemble and join materials; use these safely. -Talk about something that could be improved -To draw a plan of what they want to make e.g. pictorial -Talk about how they changed their plan as they worked and why. -Know how to make some simple mechanisms e.g. sliders and levers. -Know why a familiar product is or isn't fit for purpose and how it could be improved e.g. a bed for a doll. <p><u>Topic vocabulary & specific knowledge</u> Please see D&T teaching progression for more details</p>
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Music - Teach children to...

<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <ul style="list-style-type: none"> -Sing well known repetitive songs and rhymes. -Join in with actions to songs and rhymes taught. -Recognise that sounds can be made in different ways. -Begin to use some musical terms e.g quiet/loud. -Use body percussion to accompany music e.g. clapping. -Use untuned percussion to accompany music or songs. -Know the names of instruments they use. <p><u>Topic vocabulary & specific knowledge</u> Please see Music teaching progression for more details</p>	<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <ul style="list-style-type: none"> -Learn to sing a range of songs across different genre and cultures. (Link to UoW). -Join in with actions and begin to create their own. -Choose a musical instrument to make a specific sound e.g. to accompany a story. -Begin to use some musical terms e.g. high/low. -Use untuned percussion to accompany music with increasing attention to the beat. -Know the names of instruments they use. <p><u>Topic vocabulary & specific knowledge</u> Please see Music teaching progression for more details</p>	<p>KEY CONCEPTS in music: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p> <ul style="list-style-type: none"> -Sing a range of songs in unison with the class or a group. -Join in with actions and suggest others or alternatives. -Begin to recognise changes in pitch, tempo and dynamics when listening to music. -Choose musical instruments for specific reasons and say why. -Begin to hold a steady beat when accompanying music with body or instrument percussion. -Know the names of instruments they use and some of the more common ones that they hear e.g. piano. <p><u>Topic vocabulary & specific knowledge</u> Please see Music teaching progression for more details</p>
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Dance - Teach children to:

<p>KEY CONCEPTS in dance: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p>	<p>KEY CONCEPTS in dance: rhythm and perform.</p>	<p>KEY CONCEPTS in dance: rhythm and perform. -Use key vocabulary (tier 2) in talking about learning.</p>
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<p>-Respond to music. -Create their own movement ideas. -Watch dances (live or recorded) and talk about how it makes them feel. -Participate in dance games. -Link to PD gross motor.</p> <p><u>Skill Topic vocabulary & specific knowledge</u> Please see PE teaching progression for more details</p>	<p>-Use key vocabulary (tier 2) in talking about learning.</p> <p>-Copy a taught sequence. -Understand different types of movement linked to genres/cultures of music. -Dance to music with others (no taught routine), begin to show an awareness of rhythm. -Link to PD gross motor.</p> <p><u>Skill Topic vocabulary & specific knowledge</u> Please see PE teaching progression for more details</p>	<p>-To say what they like/don't like about types of dances. -Understand different types of movement linked to genres /cultures of music (expanded repertoire from spring). -Create their own simple sequence. -Begin to move rhythmically. -Link to PD gross motor.</p> <p><u>Skill Topic vocabulary & specific knowledge</u> Please see PE teaching progression for more details</p>
Where does it happen?		
<p>Curriculum Expressive Arts and Design content is mapped out, sequenced and progressive allowing children to build vocabulary, knowledge and secure understanding. Vision & values underpinning teaching & learning. On-entry deficits are considered and inform the curriculum and teaching. The sequenced EY curriculum enables children to build schema (mental models) associated with the subject disciplines they will encounter in KS1. Children whilst not necessarily being able to say which subject, can talk about their learning using appropriate vocabulary. Careful links which support the development of schema are planned within and across the curriculum. The curriculum ensures that by the end of EY children are ready for Y1.</p>	<p>Routines Special days festivals, celebrations and traditions. School calendar events. All adults know the key lesson driven vocabulary and understand, and vocabulary to be enacted wherever possible.</p>	<p>Provision & practices Direct teaching & guided practice. Daily intentional continuous provision</p> <ul style="list-style-type: none"> ○ specific CP for identified children i.e. those who are accurate – fluency practice, those who are not yet accurate – develop accuracy with an adult. ○ outdoor/indoor intentional. <p>Additional teaching and guided practice for identified children needing more learning time and experience. Adult questioning elicits learning talk, use of vocabulary and children to make sense of meaning for themselves. Immediate feedback has impact. Adult use of curriculum vocabulary. Media in provision is matched with what is intended. Enabling environments (outside and inside) support language development.</p>
Check children can...		
<p><u>On entry - September</u> -Shows interest / response to music. -Takes part in simple pretend play.</p>	<p><u>March</u> <u>Creating with materials – art & DT</u></p>	<p><u>June</u> <u>Creating with materials – art & DT</u></p>

-Knows some nursery rhymes.

Creating with materials: 3-4yr old checkpoints from Development Matters 2021 &

Being imaginative and expressive: 3-4yr old checkpoints from Development Matters 2021 see - [LINK](#)

December

Creating with materials – art and DT

- Use tools to draw, be creative with.
- Uses vocabulary to talk about process and outcomes.
- Name and use primary colours.
- Uses artistic tools and media to create intentional designs or images.
- Plans and seeks out materials to make a creation.
- Explains how it was made and its purpose.
- Assigns roles and plays out unscripted scenes in dramatic play.
- Uses a combination of real and imaginary props or characters to play out a scene.

Being Imaginative and Expressive

- Retell simple stories, re-enact parts from a familiar story and changes aspects with others (peers/adults).
- Use taught vocabulary e.g linked to topics.

Music

- Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.
- Uses voice or instruments to express feelings or to mimic sound effects.
- Can respond to music with body movements.
- Can sing some taught nursery rhymes/songs.
- Can sing as part of a group.

-Uses tools safely and with growing confidence to draw, be creative with.

-Uses vocabulary to talk about process and outcomes.

-Use a variety of colours in depicting meaning.

-Demonstrates a variety of techniques using a given tool or medium.

-Creates arts to represent an idea or object.

-Explains with some detail how it was made and its purpose.

-With cues, performs a simple preplanned drama.

-Creates a setting, characters and events to tell a story.

Being Imaginative and Expressive

-Retell simple stories, re-enact familiar stories/narratives and adapt parts with others (peers/adults).

-Use taught vocabulary e.g linked to topics.

Music

-Creates simple rhythm patterns. Controls pitch when singing a familiar song.

-Communicates ideas by creating rhythm and/or melody.

-Can begin to move to a simple beat in music.

-Can sing and recall a variety taught nursery rhymes/songs.

-Uses tools safely and effectively to draw, be creative with.

-Uses vocabulary to talk about process and outcomes.

-Mix colours to create a new colour.

-Uses various tools and techniques to achieve desired artistic results.

-Creates art to express ideas, thoughts and feelings.

-Explains with detail how it was made and its purpose.

-Describes how a character may feel in a given situation, then integrates that emotion into performance.

-Plans a story and seeks out props to enhance a role or highlight details.

Being Imaginative and Expressive

-Retell simple stories, re-enact familiar stories/narratives and invent parts with others (peers/adults).

-Use taught vocabulary e.g linked to topics.

Music

-Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.

-Interprets and compares many types of music.

-Can move to a simple beat and/or rhythm in music.

-Can sing and recall a variety taught nursery rhymes, and songs with intonation.

<p>Dance -Follows a leader to perform a simple movement pattern. -Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>	<p>-Can sing to an audience.</p> <p>Dance -Recalls a simple movement pattern and performs it individually or in a group. -Expresses ideas, feelings and stories through creative movement. - Sings a variety of familiar songs and rhymes.</p>	<p>-Can sing and perform to an audience.</p> <p>Dance -Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance. -Coordinates movements of self and others to create a cohesive dance or idea.</p> <p><u>ELG: Creating with materials</u> - 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. (In C&L, Lit curricular).</p> <p><u>ELG: Being Imaginative and Expressive</u> -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.</p>
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- Direct teaching – usually whole class, but can be group, teacher with all children teaching new content and checking the understanding of all through systematic AfL
- Guided Practice – whole class / group / small group (as required) for children who need further reinforcement to make learning more secure, additional teaching to fill curriculum gaps and/or fragilities, or support with attaining accuracy. Within Guided Practice, additional teaching/adult modelling will ensure need is met and children with gaps/fragilities are enabled to catch up. Systematic Guided Practice ensures children from lower starting points can keep up with peers.
- Focussed continuous provision – provision is set up around one focus area of learning i.e. mathematics and the intention of all learning activities links with the direct teaching all children have just had.
- Intentional continuous provision – carefully thought-through provision, with clearly defined and intentional learning (linked to the curriculum) underpins the activities children are participating in. Different need is reflected in provision, so children needing to practice (as they are already accurate) get to do this, whereas children requiring adult modelling to support becoming accurate, get this. This amongst a myriad of curriculum-informed provision activities which serve the entire EY curriculum.

Resources – links to documents have been included in the text. All documents referred to, including referenced documents can be found in [EY Curriculum & supporting documents 2022-23](#)

References

- DfE Development Matters 2021
- DfE Early years foundation stage profile – handbook 2022
- Working with the revised Early Years Foundation Stage – Dr Julian Grenier
- EEF Preparing for literacy - improving communication, language & literacy in the EY
- EEF Metacognition & self-regulation
- NCETM – early years
- ECMG – Early Childhood Maths Group
- Highlands Literacy
- Developmental Continuum of skills – Mother Goose Time
- CEA – developing fundamental movement skills
- Universally speaking - the ages & stages of children's communication development 0-5 – I can

Thanks – Kate Masters, Coastal Learning Partnership