

EYFS Curriculum Progression

Progression for the seven areas of learning of the Early Years Foundation Stage



Curriculum Intent:

At Moorside Primary Academy, our Early Years curriculum is built upon the school values of pride, collaboration, understanding and aspiration. Our core aim is for children to develop as creative individuals and leave the Foundation Stage as independent, resilient and curious learners. We also ensure that the curriculum is broad, balanced and rigorous so that children are prepared for the formal demands of Year One and the National Curriculum.

We provide:

- Rich and stimulating environments and experiences.
- Warm, responsive and respectful relationships with children and their families that recognise and celebrate a diverse range of cultures, preferences and interests.
- Adaptive teaching to meet the needs of all learners, identifying where some children need additional support to succeed.
- Sequences of purposeful learning that engage children, through play and adult instruction, to develop a strong foundational knowledge across all areas of learning.

Therefore, the children become:

- Settled, comfortable and empowered members of the classroom and school community.
- Respectful members of Moorside Primary Academy and informed citizens that understand and show care for the world around them.
- Successful learners that are confident to try again and understand that perseverance and resilience contribute towards their own personal growth.
- Knowledgeable, enthusiastic and articulate learners that can explain and apply ideas with their peers and in their play.

Curriculum Implementation:

At Moorside, the Early Years Foundation Stage adheres to the statutory framework and is underpinned by the following core values:

- Language rich environments, that encompass high-quality interactions; stimulating contemporary songs and rhymes; reverence to traditional tales and nursery rhymes; engaging, high-quality key texts.
- Precision teaching of high-quality language that builds all three tiers of vocabulary.
- Positive Interactions that are centred around sustained shared thinking involving both: adult-child and child-child.
- A culture of reading for pleasure that is drawn from rich texts (adopting approaches from the Centre for Literacy in Primary Education) that drive learning and stimulate discussion.
- Mastery approach to maths inspired by the National Centre for Excellence in the Teaching of Mathematics.
- Outdoor classroom and environment that provide authentic opportunities for the development of physical skills, appropriate risk-taking, and investigation of the natural world.
- High-quality provision, with open-ended resources and activities, that is consistent and conducive to explorative play.
- Flexible activities that are tailored to the needs of all children as individuals.
- Collaborative learning approaches, such as Talk Partners, which provide all children with an opportunity to share and extend their thinking.
- A balance between high quality provision and thematic enhancements are purposeful and build strong foundations for future learning.
- Valued partnerships with children and their families are developed through regular communication including Class Dojo, Twitter, family workshops and celebratory events.
- Diagnostic activities and half-termly assessments for maths/phonics that identify and respond to any misconceptions and inform future learning.
- Professional judgements that are moderated both internally and externally with colleagues within the Enquire Learning Trust.

We also prepare children for future learning by adhering to the following programmes of instruction with fidelity:

- Read Write Inc. Phonics (Oxford University Press)
- Mastering Number Programme (NCETM)
- TalkBoost & Early TalkBoost (Speech and Language UK)

Curriculum Impact:

The Moorside EYFS curriculum, and its delivery, ensure that children make good progress from their own starting points. Within the EYFS, staff and children are aspirational and seek to ensure that all children develop to the best of their individual ability. This progress supports the development of a foundation for learning that aspires to meet the national expectation for a Good Level of Development (GLD) at the end of the foundation stage. Personal development is a key strength of the Moorside EYFS curriculum. Staff support children to develop and display the school values of collaborative learning; pride in themselves and others; understanding of themselves, their community and the wider world; and aspiration to always do their best. Children demonstrate the characteristics of effective learning and are able to apply their knowledge to a range of situations, making links and explaining their ideas and understanding. Children develop the confidence to seek challenge, take risks and explore new experiences. They understand that mistakes are a valuable part of their learning and an opportunity for personal growth. The curriculum naturally fosters a culture that is high in expectations and celebrates the successes of children as individuals, within groups and as a community of learners. Assessment for learning is a key component in our everyday pedagogy to ensure that children's learning is built upon their current level of knowledge, which empowers them to go on to succeed.



COMMUNICATION AND LANGUAGE
Listening, Attention and Understanding - Speaking

	Autumn	Spring	Summer	Baseline ('New to Moorside')
Nursery	<ul style="list-style-type: none"> • Joins in with rhymes and look at picture books. • Discusses different characters and their actions. • Talks about themselves and their families. • Communicates basic needs and preferences. • Shares familiar celebrations from home. • Listens to, and follow simple instructions. • Discusses both fictional and non-fictional characters. • Sings alongside peers, joining in with familiar lyrics. • Understands that stories have a beginning, middle and end. • Listens and engages with a range of short stories. • Initiates a conversation with a friend. • Answers simple questions about themselves/simple pictures. • Engages in a short carpet session (10-15mins). 	<ul style="list-style-type: none"> • Understands and follows two part instructions. • Listens to a range of longer stories. • Uses longer sentences of four to six words. • Initiates conversations with others. • Identifies action words in pictures. • Asks and answers simple questions. • Joins in with familiar songs and rhymes. • Engages in a carpet session (15 minutes). 	<ul style="list-style-type: none"> • Uses a wider range of vocabulary linked to themselves and familiar texts. • Responds appropriately to two part instructions/questions. • Understands and answers why questions. • Joins in with a larger repertoire of songs. • Re-tells four key events in a story. • Uses longer sentences of at least six words • Expresses their own simple opinions. • Initiates and sustains conversation with others. • Engages in longer carpet sessions (20 minutes) 	<ul style="list-style-type: none"> • Sits attentively through carpet sessions (10 mins) • Follows simple instructions with two parts • Talks to other children and well-known adults and holds a conversation, demonstrating the ability to listen and respond appropriately. • Uses simple 4-6 word sentences. • Identifies action words in pictures e.g. who is jumping? • Understands simple ordinal language e.g. first, next. • Asks and answer simples questions about a picture or familiar topic / activity e.g. weather or eating lunch. • Discusses the main events of an age appropriate text. • Understands 'why' questions.
Reception	Autumn	Spring	Summer	Year One Readiness
	<ul style="list-style-type: none"> • Listens for a sustained period (15 min.). • Responds appropriately to directed questions. • Asks who/what questions to clarify understanding. • Holds a short conversation with one other person • Participates in group discussion by building on the ideas of others. • Makes use of new vocabulary from familiar stories. • Expresses simple feelings and preferences. • Uses some tenses appropriately in general conversation. 	<ul style="list-style-type: none"> • Comments appropriately on things they have heard. • Listens carefully to a familiar story and recalls key vocabulary and events. • Asks a widening range of questions to find out more and checks they understand what has been said to them. • Participates in conversation in a small familiar group offering their own ideas and opinions. • Begins to use recently introduced vocabulary to explore and describe characters and settings. • Expresses simple ideas in grammatically accurate sentences using past/present tense. 	<ul style="list-style-type: none"> • Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Makes comments about what they have heard and ask questions to clarify their understanding. • Holds conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Expresses 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. 	<ul style="list-style-type: none"> • Confidently communicates with both peers and adults • Works collaboratively and effectively with their peers • Displays sustained learning • Articulates their ideas in well-formed sentences, using appropriate vocabulary • Understands positional language – ie; behind, on top, in front of, forwards, behind, sideways • Uses appropriate conventions for discussion such as listening and responding appropriately • Understands and uses a range of vocabulary to express their thinking (including some tier two words: investigate, explore, compare etc.) • Infers meaning from cues such as books and pictures • Follows simple one and two step instructions. • Asks appropriate questions to find out more and clarify their understanding • Sustains attention and listens carefully for twenty minutes





PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
Self-Regulation - Managing Self – Building Relationships

	Autumn	Spring	Summer	Baseline
Nursery	<ul style="list-style-type: none"> • Separates from main carer with growing independence and ease. • Selects and uses activities and resources with some support. • Attends to own hygiene needs, e.g. washing hands, blowing nose, flushing the toilet. • Follows daily routines and classroom rules. • Shows awareness of behavioural expectations. • Becomes more outgoing with unfamiliar people. • Shows more confidence in new social situations. • Uses the toilet independently and asks for help when necessary. • Expresses basic feelings and needs. • Shows independence in accessing and exploring the environment. • Shows confidence in asking adults for support when needed. • Understands that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. 	<ul style="list-style-type: none"> • Plays with preferred friends • Shares resources and plays in a group. • Respects classroom resources, rules and routines. • Takes turns in play, waiting patiently to have a go. • Uses the toilet independently and washes and dries their hands. • Dresses and undresses with support. • Selects and uses classroom resources independently. • Becomes more outgoing with unfamiliar people outside of the classroom. • Shows more confidence in a range of social situations. • Understands why classroom rules are important. • Talks about their own feelings and begins to understand how others might be feeling. • Makes their own feelings known verbally. • Explains different feelings and discusses 'happy', 'sad', 'angry' or 'worried'. • Approaches an adult if they need support. 	<ul style="list-style-type: none"> • Initiates and sustains play by giving ideas. • Becomes more outgoing with unfamiliar people. • Shows more confidence in new social situations. • Finds solutions to conflicts with adult support. • Shows awareness of how others may be feeling. • Take turns in play, waiting for longer periods. • Uses phrases such as "stop it, I don't like it" to convey discomfort. • Recognises how facial expressions can represent emotions and feelings. • Selects and uses classroom resources independently and appropriately. • Shows more confidence in a wider range of social situations. • Follows classroom rules and routines without adult intervention. • Extends and elaborates on their own play ideas and those of others. • Shares equipment without adult support. • Makes their own feelings known verbally. 	<ul style="list-style-type: none"> • Makes their own needs known verbally • Plays alongside others and shares equipment • Shows pride in their work • Shows respect for others • Understands behavioural expectations and consequences • Expresses simple emotions e.g. happy / sad / angry • Begins to work collaboratively in pairs • Separates from main care giver calmly • Shows some responsibility for their environment • Shows greater confidence in unfamiliar social situations. • Develops independence in getting dressed and undressed (i.e. coats, shoes and wellies). • Meets their own care needs, such as using the toilet and washing hands independently.
	Autumn	Spring	Summer	Year One Readiness
Reception	<ul style="list-style-type: none"> • Expresses their own feelings appropriately. • Shows some understanding of good and bad choices. • Demonstrates greater control of their own impulses. • Demonstrates a greater level of focus, ignoring distractions. • Attempts some modelled activities. • Explains why some simple rules are in place. • Manages their own toileting needs. • Shares resources with a chosen friend. • Initiates social interactions with a widening circle of peers. • Begins to show awareness of the needs of others. 	<ul style="list-style-type: none"> • Begins to manage and identify their own feelings and those of others. • Understands the need for patience and responds appropriately when required to wait. • Focuses attention on the task at hand and engages with the activity purposefully. • Persists with new activities with an increasing level of independence. • Understands the need to follow rules and the consequences of not doing so. • Manages own personal needs. • Shares and plays co-operatively within a familiar group. • Develops some friendships and begins to resolve conflicts within them. • Understands the needs of others may be different to their own. 	<ul style="list-style-type: none"> • Shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly. • Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Gives focused attention to what the teacher says, responding appropriately even when engaged in activity. • Shows an ability to follow instructions involving several ideas or actions. • Displays confidence in new activities and shows independence and resilience in the face of challenge. • Explains the reasons for rules, knows right from wrong and tries to behave accordingly. • Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Works and plays cooperatively and takes turns with others. • Forms positive relationships with adults and peers. • Shows sensitivity to their own and others' needs. 	<ul style="list-style-type: none"> • Sees them self as a valuable individual. • Develops constructive and respectful friendships • Shows responsibility for their environment by helping to keep it tidy. • Takes care of and manages their own belongings. • Expresses feelings appropriately and considers the feelings of others. • Shows confidence in trying new things, asking for help if needed. • Works collaboratively with a partner. • Displays high expectations for their own work. • Demonstrates stamina for learning. • Manages own behaviour in a variety of situations and has an understanding of consequences. • Demonstrates resilience and perseverance when completing an appropriate task or challenge. • Dresses and undresses independently.



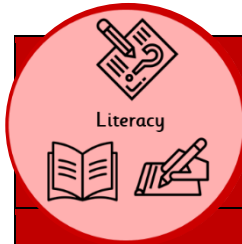


PHYSICAL DEVELOPMENT

Gross Motor Skills – Fine Motor Skills

	Autumn	Spring	Summer	Baseline
Nursery	<ul style="list-style-type: none"> • Negotiates space and apparatus safely. • Moves equipment safely with supervision. • Copies simple actions and movements. • Uses mark making resources with increasing independence. • Uses alternate feet when climbing apparatus. • Responds to different beats and rhythms appropriately e.g. slowly for slow music and fast on quicker beats. • Use large muscle movements to wave flags and make marks. 	<ul style="list-style-type: none"> • Uses mark making resources effectively for a purpose. • Demonstrates fine motor co-ordination when threading, cutting, holding a pencil, and mark making. • Handles and uses mark making implements effectively. • Moves in a variety of ways, e.g. climbing, crawling. • Begins to form some recognisable numbers and letters. • Understands the purpose of simple tools and how to use them safely. • Navigates space safely when cycling / scooting. • Follows a simple sequence of movements. • Selects appropriate tools for a given purpose. • Explores smaller movements in mark making. 	<ul style="list-style-type: none"> • Begins to show a preference for a dominant hand. • Holds a pencil correctly using a tripod grip. • Uses scissors confidently and snips using one hand. • Negotiates space through a range of movements. • Writes their own name independently. • Uses a range of simple tools confidently and safely. • Understands that letters are formed in a specific way. • Displays spatial awareness when riding a scooter/bike. • Participates in group games with support from an adult. • Ascends/descends steps and stairs with alternate feet • Collaborates with others to carry and manage larger items. • Demonstrated controlled mark making. 	<ul style="list-style-type: none"> • Moves safely in a variety of ways i.e. running, jumping, rolling etc. • Participates in group activities, both indoors and outdoors • Holds a pencil correctly (tripod grip- static or dynamic) • Shows a preference for a dominant hand. • Forms appropriate shapes to represent images. • Uses a pair of scissors to snip and cut. • Uses a range of tools independently (scissors, knife and fork, pencil, hammer etc.).
	Autumn	Spring	Summer	Year One Readiness
Reception	<ul style="list-style-type: none"> • Shows some awareness of others when negotiating space. • Develops gross motor skills and whole body co-ordination. • Moves in a variety of ways with pleasure. • Explores a range of simple tools for a variety of purposes. 	<ul style="list-style-type: none"> • Negotiates space and obstacles safely. • Uses co-ordinated gross and fine motor skills within their movements. • Co-ordinates their body to move in a variety of ways. • Holds a pencil efficiently to write, with some prompts to correct grip. • Understands and begins to use small tools appropriately for their intended purpose. 	<ul style="list-style-type: none"> • Negotiates space and obstacles safely, with consideration for themselves and others. • Demonstrates strength, balance and coordination when playing. • Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Uses a range of small tools, including scissors, paint brushes and cutlery. • Begins to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • Uses a pencil effectively to form letters accurately. • Uses a range of tools with control and precision. • Negotiates space/apparatus indoors and outdoors effectively and safely.





Literacy

Nursery

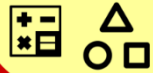
Reception

LITERACY

Comprehension – Word Reading - Writing

	Autumn	Spring	Summer	Baseline
Nursery	<ul style="list-style-type: none"> Makes a variety of marks (lines, squiggles, shapes) Makes straight lines up and down and side to side during Squiggle Time. Recognises familiar logos and labels within the environment. Listens and begins to discuss familiar stories. Understands that marks convey meaning. Demonstrates early book handling skills (turning pages, holding it upright, early directionality). Identifies and discusses illustrations. Participates in a range of nursery rhymes. Understands that stories have a sequence; beginning, middle and end. 	<ul style="list-style-type: none"> Makes simple marks and ascribes meaning to them. Identifies some familiar letters, e.g. in their name. Begins to identify initial sounds in familiar words. Names the different parts of a book, e.g. front cover/ back cover/ spine/ pages Attempts to write some familiar letters. Discusses key events from a range of familiar stories Participates in listening and sound games. Develops awareness of alliteration, rhyme, and environmental sounds. Begins to discriminate sounds from a range of sources. Joins in with the repeated refrains in stories/rhymes. Rehearses familiar nursery rhymes within a group. 	<ul style="list-style-type: none"> Understands that letters are used to compose words. Begins to recall grapheme-phoneme correspondences. Discriminates sounds from a range of sources. Discriminates the initial sound in words. Makes simple predictions about unfamiliar stories. Begins to mark make for a purpose, ascribing meaning and discussing their intention. Begins to hear oral blends and identify the word. Joins in with repeated refrains within stories. Discusses key events chronologically in a story. Understands that text carries meaning and is composed of sentences and words. Discusses familiar stories in greater detail. Writes their own their name (formed accurately). Shares and discusses a favourite story. Discusses the roles of authors and illustrators. 	<ul style="list-style-type: none"> Copies some letters correctly. Recognises own name and writes some or all of it. Handles books carefully and can turn pages. Understands book related terminology i.e. author, illustrator, front cover, page Knows the difference between letters and numbers and what they are used for. Knows that print has meaning and in English that print reads left to right. Identifies some Set 1 sounds Hears initial sounds in words. Begins to hear/identify rhyming words. Joins in with simple refrains and Nursery rhymes. Explains what they have drawn/written.
	Autumn	Spring	Summer	Year One Readiness
Reception	<ul style="list-style-type: none"> Shows understanding of familiar texts and begins to retell them. Makes simple predictions. Demonstrates some understanding of new vocabulary. Understands the correspondence between graphemes and phonemes citing some from set 1. Identifies some sounds within words and how they can be blended to form words/segmented to spell words. Joins in with predictable repeated refrains. 	<ul style="list-style-type: none"> Uses vocabulary from the text to retell familiar stories and narratives. Sequences the main events from a familiar story. Makes sensible and appropriate predictions. Says the correct phoneme for known graphemes and records these with some accuracy. Blends simple words with increasing independence and accuracy. Understands that words form phrases and sentences and begins to read these aloud. Reads aloud simple captions. 	<ul style="list-style-type: none"> Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipates – where appropriate – key events in stories. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Writes own first name with correct letter formation and a capital letter Forms and positions most letters correctly. Begins to demarcate a sentence with a capital letter and a full stop. Uses finger spaces consistently. Spells 15+ high frequency words correctly both discretely and in context. Segments words for spelling using known phonemes and graphemes. Begins to check own work for mistakes. Uses tools to support independent writing (i.e. spelling mats, word banks, red word frieze). Verbalises simple sentences and record them accurately, with plausible spellings. Writes three sentences independently.





NUMBER

Number – Numerical Patterns

		NUMBER			
		Number – Numerical Patterns			
		Autumn	Spring	Summer	Baseline
Nursery		<ul style="list-style-type: none"> Discusses familiar routines and the passage of time, i.e. days of the week, daytime/night-time Understands that counting involves tagging each item once, saying one number name per item. Understands that the final number in the counting string indicates the amount of the set. Names square, circle and triangle. Counts up to three objects accurately. Participates in a range of counting songs. Understands that numbers have an order. Orders sets of objects (up to three). Identifies familiar shapes in the environment. Recites a counting string to five. Recognise numerals to three. Categorises objects by size (bigger and smaller) Identify and discuss patterns in the environment. Understands simple prepositions to identify the position of a given object (under, next to, on top of, in, behind, in front of) Knows the amount stays the same when objects are moved around. 	<ul style="list-style-type: none"> Matches up to three objects to the correct numeral. Counts out up to three objects from a larger set. Understands that a group of objects can be represented by a numeral. Understands that numbers can be represented in a variety of ways, e.g. Numicon, fingers, objects. Counts up to three things that can't be touched. Uses simple prepositions to discuss the position of a given object. Identifies one more than a given number. Recites a counting string to five independently. Uses marks to ascribe quantity, e.g. drawing three bowls, bears, chairs for Goldilocks. Recognises two part patterns. Compares sets of objects using more/less/equal. Creates patterns using a range of resources. Subitises up to three objects. Knows that the number system goes beyond 5. Orders sets of objects (up to three). Demonstrates an understanding of positional language through play. Understands and uses simple vocabulary related to measure, e.g. light(er)/heavy(ier), tall(er)/short(er) Recognises the properties of sides and vertices in simple shapes. 	<ul style="list-style-type: none"> Makes sensible comparisons between objects in relation to their size, length, weight and capacity. Recites number string to ten. Orders numerals/amounts up to five accurately. Understands that shapes are not always regular, e.g. scalene triangle. Names a wider range of 2D shapes, e.g. polygons. Recalls familiar events and understands that time can be measured as days / hours / minutes. Sequences familiar events/routines chronologically. Understands that amounts change when objects are added / removed. Recognises numerals, and representations, of amounts up to five. Recognises whether a representation of a number matches the spoken number and can say why/not. Subitises up to five objects. Identifies one more or one less than a given number. Counts on to ten from different starting points. Identifies missing numbers from a sequence up to 5. Begins to use superlative terms for measure. Understands that patterns have different rules and forms, e.g AB, AAB, ABAB Understands that 2D/3D shapes are different. 	<ul style="list-style-type: none"> Recites a number string to ten. Recognises numbers to five. Counts out an amount from a group and stop when they reach the final number. Matches (numeral) and quantity to five. Orders numerals to five. Names 2D shapes – square, circle, oblong, triangle. Discusses shape properties e.g., round, straight, small, sides. Categorises objects by biggest/smallest. Identifies which group has more/less. Understands positional language: on, behind, under through words alone (without pointing) Names colours – yellow, red, blue, green, orange, purple, black, white, pink, brown, grey Extends and creates ABAB patterns
		Autumn	Spring	Summer	Year One Readiness
Reception	<ul style="list-style-type: none"> Is familiar with numbers to 5 and understands that they can be represented in different ways Perceptually subitise up to a set of 4 Understand that numbers can be broken into smaller parts and use concrete resources to model this Recite numbers to ten and understands that numbers have an order Compare groups of objects recognising more less or equal 	<ul style="list-style-type: none"> Have a deep understanding of 0-5 including the composition of each number. Begins to conceptually subitise and realises different formations can represent the same quantity. Recalls some pairs of number that make a given total. Orders numbers 0-5 and recalls one more/less number relationships. Compares numbers and quantities when investigating a given question or statement. Use concrete resources to demonstrate and explain their mathematical thinking. 	<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. 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. 	<ul style="list-style-type: none"> Can count to 20 both forwards and backwards. Can recognise and order numbers to 10 and write them correctly. Can say 1 more and 1 less than any given number within 10. Can match numerals and representations of different quantities within 10. Be familiar with the composition of numbers within ten and recall corresponding number bonds. Uses a range of models and manipulatives to solve mathematical problems. Can name simple 2D and 3D shapes. Uses the terminology related to shapes to describe and sort them (e.g. vertices, edges, straight, flat etc.) Can understand and use the language of time i.e.; yesterday, tomorrow, afternoon, morning. Can add and subtract two single digit numbers using equipment. Understands that we can count in groups, as well as in ones (i.e. 2s, 5s, 10s). Can use non-standard measures and mathematical language to measure height, length, weight and capacity. 	



Understanding the World

UNDERSTANDING THE WORLD

Past and Present – People, Culture and Communities – The Natural World

Nursery

Autumn	Spring	Summer	Baseline
People, Culture and Communities			
<ul style="list-style-type: none"> • Draws silhouettes and orally label body parts. • Identifies similarities and differences between themselves and peers. • Understands that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. • Explains who is in their family. • Discusses personal interests and achievements. 	<ul style="list-style-type: none"> • Discusses the celebration of Easter. • Discusses different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). • Celebrates the achievements of their peers. 	<ul style="list-style-type: none"> • Understands that their peers may have different interests and preferences to their own. • Understands that people may have different lifestyles to their own. 	
The Natural World			
<ul style="list-style-type: none"> • Categorises animals by their characteristics. • Observes changes surrounding Autumn. 	<ul style="list-style-type: none"> • Discusses plants and their growth. • Uses senses to explore the world around them. • Knows that every living being has a life cycle and they change in shape and size as they grow. • Begins to understand the importance of looking after our environment and all living things. • Recognises some differences between England and Antarctica • Sequences and explains the life cycle of a penguin. 	<ul style="list-style-type: none"> • Understands that fruit and vegetables are grown on trees/bushes/plants/underground. • Talks about the life cycle of a plant and animals. • Discusses different countries and talks about the differences they have experienced or seen in photos. • Compares habitats of farm animals and wild animals. • Explores materials which will float and which will sink. • Understands the importance of looking after our environment and all living things. • Understands that humans get food from animals, including milk, eggs, meat. • 	
Past and Present			
<ul style="list-style-type: none"> • Begins to talk about significant events in their life. • Explains that everyone has a birthday and they are usually celebrated in a similar manner. 	<ul style="list-style-type: none"> • Talks about significant events in their life. 	<ul style="list-style-type: none"> • Talks about familiar significant events with confidence 	



	Autumn	Spring	Summer	Year One Readiness
Reception	People, Culture and Communities			
	<ul style="list-style-type: none"> • Discusses similarities and differences between ourselves and others in the school community. • Describes family occupations and roles. • Recognises that people have different beliefs and celebrate special times in different ways, e.g. Bonfire Night, Diwali, Christmas. • Observes British Values, such as democracy and Parliament, mutual respect and places of worship. • Understands that some places are special to members of their community. • Celebrates diversity through the ThinkEqual scheme. 	<ul style="list-style-type: none"> • Recognises that people have different beliefs and celebrate special times in different ways. • Recognises some similarities and differences between life in this country and life in other countries. • Celebrates diversity through the Jigsaw scheme. 	<ul style="list-style-type: none"> • Celebrates diversity through the Jigsaw scheme. • Understands differing roles within our local community, particularly people who help us. 	<ul style="list-style-type: none"> • 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.
	The Natural World			
	<ul style="list-style-type: none"> • Observes differences between light and darkness • Make observations about animals in the natural world (hibernation and habitats) • Observes seasonal changes that take place in Autumn. • Understands geographical features can be represented as images, maps and diagrams. • Observes human growth over time (life stages). • Discusses features of their local environment • Discusses daily weather/ seasons. 	<ul style="list-style-type: none"> • Make observations about animals in the natural world and their habitats (change and life stages). • Observes seasonal changes that take place in Spring. • Understands how geographical features are represented as a globe / spherical model. • Begins to understand how the world map represents multiple countries, both nationally and internationally. • Draws information from simple maps. • Compares features of their local and contrasting environments. • Observe and identify objects that float and sink • Understand changes in state ie melting • Understands that local human and physical features impact how we live. 	<ul style="list-style-type: none"> • Observes seasonal changes that take place in Summer. • Uses a simple map to inform the travel of Beebots. • Creates a simple map to represent a familiar journey. • Recognises some significant national/international features/landmarks • Understands how animals adapt to seasonal changes. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Past and Present				
<ul style="list-style-type: none"> • Knows some significant historical figures and events. • Recognises that events happened before they were born. • Comments on images of familiar situations in the past • Discusses changes within their family over time. • Asks basic questions about the past. 	<ul style="list-style-type: none"> • Recalls some changes within living memory. • Identifies some similarities and differences between now and the past. • Discusses some fictional and non-fictional characters from the past. 	<ul style="list-style-type: none"> • Discusses, compares and contrasts characters from stories, including figures from the past. • Comments on images of familiar situations in the past – How has transport changed? • Discusses the concept of change in relation to things immediate to them, i.e. family, toys, clothing. 	<ul style="list-style-type: none"> • Talks about the lives of the people around them and their roles in society. • Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understands the past through settings, characters and events encountered in books read in class and storytelling 	





EXPRESSIVE ARTS AND DESIGN

Creating with Materials - Being Imaginative and Expressive

	Autumn	Spring	Summer	Baseline
Nursery	Being Imaginative and Expressive			
	<ul style="list-style-type: none"> • Listens to and joins in with familiar rhymes and songs. • Uses musical instruments to tap out a simple rhythm / join in with a simple song. • Makes patterns with paint. • Explores colour mixing. 	<ul style="list-style-type: none"> • Sings a familiar range of songs and rhymes. • Plays instruments with more control, e.g. following instructions 'start,' 'stop,' 'loud' 'quiet.' • Begins to handle scissors appropriately. • Uses props to enhance imaginative play. • Listens to music and moves in time to different beats. 	<ul style="list-style-type: none"> • Uses puppets and props to act out different traditional stories • Sings familiar rhymes and songs whilst playing instruments. • 	
	Creating with Materials			
<ul style="list-style-type: none"> • Makes simple marks using a range of media. • Joins a range of construction pieces together to build and balance. 	<ul style="list-style-type: none"> • Makes marks that appropriately represent their idea. • Constructs / stacks blocks vertically and horizontally, making enclosures and creating spaces. • Understands that tools can be used for a purpose. • 	<ul style="list-style-type: none"> • Draws with increasing control, representing features and detail clearly. • Uses a range of materials, each for an intended purpose. 		
	Autumn	Spring	Summer	Year One Readiness
Reception	Being Imaginative and Expressive			
	<ul style="list-style-type: none"> • Developing story lines in pretend play • Takes on different roles in their play. • Sings in a group or on their own, increasingly matching the pitch and following the melody. • Listens attentively, move to and talk about music, expressing their feelings and responses. • Appraises dance, and performance art, expressing their feelings and responses. • Explores and engages in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Extends narratives within pretend play. • Re-enacts familiar scenarios within their play. • Listens attentively, moves to and talks about music, expressing their feelings and responses. • Appraises dance, and performance art, expressing their feelings and responses. • Sings in a group or on their own, increasingly matching the pitch and following the melody. • Explores and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Builds on their previous learning, refining ideas and developing their ability to represent them. • Re-enacts familiar scenarios and extends role play, drawing from their own experiences. 	<ul style="list-style-type: none"> • Makes use of props and materials when role playing characters in narratives and stories. • Sings a range of nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
	Creating with Materials			
<ul style="list-style-type: none"> • Explores, uses and refines a variety of artistic effects to express their ideas and feelings. • Exploring open-ended resources in creative ways. 	<ul style="list-style-type: none"> • Explores, uses and refines a variety of artistic effects to express their ideas and feelings • Uses open-ended resources for an intended purpose. 	<ul style="list-style-type: none"> • Explores, uses and refines a variety of artistic effects to express their ideas and feelings. • Builds on their previous learning, refining ideas and developing their ability to represent them. • Uses the names of different tools and taught techniques when creating art. • Creates collaboratively, sharing ideas and resources. 	<ul style="list-style-type: none"> • Invents, adapt and recount narratives and stories with peers and their teacher. • Shares their creations, explaining the process they have used. • Uses and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	

