



St Peter's CE Primary School

EYFS Check Points

Nursery / Reception

		Baseline	Autumn	Spring	Summer	Greater Depth
Communication and Language	Listening and Attention	*Understand and act on longer sentences like make teddy jump or find your coat. *Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). * Listen to simple stories and understand what is happening, with the help of the pictures. *Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.	*Enjoy listening to longer stories and can remember much of what happens. *Pay attention to one thing at a time, difficult to pay attention to more than one thing.	*Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	*Enjoys listening to longer stories and can remember what happens in them. *Understand a question with two parts like "Can you get your coat and wait by the door please?" *Focus on a chosen activity for at least ten minutes. *Join in at group time by putting up hand and waiting their turn to talk *Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?" *Sits quietly and listen for story time and group sessions. *Able to move away from distractions when concentrating.	- Begins to use some active listening skills; face the speaker, body still, paying attention. - Follows simple instructions well. E.g. Get a pencil, find your bag. - Responds to a peer's request (e.g. Can I have the ball?) and replies. - Learn (and use) new words from familiar texts. - Begins to answer "How" questions, e.g. How did this get broken?
		- Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. - Follows simple, routine instructions, e.g. Come to the carpet. - Plays a simple, motivating game for a few minutes, e.g. catching a ball.	- Begins to use some active listening skills; face the speaker, body still, paying attention. - Follows simple instructions well. E.g. Get a pencil, find your bag. - Responds to a peer's request (e.g. Can I have the ball?) and replies. - Learn (and use) new words from familiar texts. - Begins to answer "How" questions, e.g. How did this get broken?	- Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. - Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. - Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. - Ask questions when they don't know what a word means. - Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". - Begins to answer "Why" questions, perhaps with adult support.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	- Listen attentively and respond during larger group situations, e.g. assembly/Mass. - Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions - Express their views on a topic/storyline with reference to the content. - Respond to how/why questions succinctly.
	Speaking	*Puts simple words together, example: 'Hassan's coat', 'blue car', 'shiny apple'. *Uses words for familiar objects, pan, shoes, spoon, door	*Enjoy listening to longer stories and can remember much of what happens. *Can find it difficult to pay attention to more than one thing at a time. *Use a wider range of vocabulary.	*Sing a large repertoire of songs. *Know many rhymes, be able to talk about familiar books, and be able to tell a long story. *Learns lots of new words and use them in play.	*Starts a conversation with adults and friends *Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" *Focus on a chosen activity for at least ten minutes. *Be able to talk about thoughts even when they agree/disagree and can discuss this using words and actions *Uses longer sentences of at least four or more words when talking *Able to move away from distractions when concentrating	- Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. - Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") - Ask questions when they don't understand instructions. - Uses simple connectives in speech, e.g. and, but. - Use new vocabulary from books and stories as they discuss/retell the story. - Recite familiar rhymes/poems and join in with repeated refrains from stories.

Personal, Social and Emotional Development		Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focusing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?)	Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") Ask questions when they don't understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.	Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sank because it was too heavy)	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	Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice. Explaining and justifying a viewpoint. Use a range of vocabulary in lively and appropriate ways.
	Self-Regulation	*Feels settled enough to express a range of emotions. *Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control - and be aware of rules/boundaries)	*Be increasingly able to talk about and manage their emotions *Safely explore emotions beyond their normal range through play and stories	*Become more outgoing with unfamiliar people, in the safe context of their setting. *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. *Begin to understand how others might be feeling.	*To begin to manage feelings and talk about emotions *To understand how others might be feeling *To start to be assertive, appropriately	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routine instructions independently
		Express their feelings and give simple reasons, e.g I want mummy, Seek help through finding an adult. Allow an adult to comfort them. Recognise when a peer is upset.	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routine instructions independently.	Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i> Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Follow two-step instructions. Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: 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	Negotiate assertively to organise a game or solve a conflict. Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource. Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.
		*Feel confident when around school and enjoy exploring new places with their key person.	*Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on	*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. *Show more confidence in new social situations. *Increasingly begin to follow rules, understanding why they are important. *Do not always need an adult to remind them of a rule.	*To talk about getting ready for new experiences like starting school and the challenges it will face. *To be able to follow rules and know why they are important *To be able to follow the rules without an adult reminding me	Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" quicker after upsets and with more independence. Follow familiar, routine instructions independently
	Managing Self	Use the toilet independently. Take their coat off or put it on. Follow a simple instruction as part of a group. e.g sit down Join in an activity when invited by an adult.	Use the toilet independently and wash their hands well, knowing why this is important. Undress independently for P.E., with help for buttons Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers.	Dress and undress for PE independently. Discuss healthy food choices. Sort healthy foods from less nutritional food. Discuss sensible choices. Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. Begin to persevere when something is challenging. Work on short activities independently, e.g. a Phonics game.	ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Confidently speak in a large group context, e.g. answering a question in assembly. Enjoy more challenging activities and set goals for themselves that stretch their abilities. Try different approaches when solving problems and be able to discuss what they have done.

Physical Development	Building Relationships	*Play with increasing confidence on their own and with other children- because they know their key person is nearby and available.	*Develop friendships with other children	*Play with one or more other children, extending and elaborating play ideas. *Develop their sense of responsibility and membership of a community. *Develop appropriate ways of being assertive	*To be able to play in a group with friends, and make up ideas of things to do and games to play. *To begin to find solutions to quarrels and rivalries *To be responsible and be confident to be part of my community	Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.
		Play alongside familiar peers. Show an interest in their new peers.	Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.	Hold back & forth conversations, listening to their peers' ideas and responding appropriately. Show empathy in simple ways, e.g. finding an adult for a child who is hurt. Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Take turns with a little support from an adult or with the systems in place, e.g. sand timers.	ELG: Work and play cooperatively and take turns with others. ELG: Form positive attachments to adults and friendships with peers. ELG: Show sensitivity to their own and to others' needs	Play and organise games with rules. Understand that different children have different viewpoints and opinions. They resolve minor disagreements through listening to each other to come up with a fair solution.
	Gross Motor Skills	Fit themselves into spaces. Enjoy starting to kick, roll, throw and chase balls. Build independently with a range of appropriate resources. Use the stairs independently. (many will use 1 to 2 feet) Sit on and propel a push-along wheeled toy. Move body in response to music.	*Continue to develop ball skills- starting to kick, throw, roll and attempt to catch balls. *Use the stairs independently. (Many will use 1-2 feet) *Sit on and propel a push-along wheeled toy, attempt to use a scooter or ride a small tricycle. *To use large scale muscle movements to wave flags, streamers, paint and make marks. *Squat with steadiness and rise to feet without using hands. *Match their physical skill to tasks e.g. run or walk across a plank depending on width. *Move in a variety of ways- walk, run, jump and climb.	*With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. *Use a comfortable grip with some control when holding pens and pencils. *Show a preference for a dominant hand *Go up steps using alternate feet. *Use gross and fine motor skills to attempt to pour drinks and use tweezers. *Uses some one handed tools e.g spades, hammers. *Choose the right resources to carry out their plan e.g. the correct sized spade for digging a hole.	*Move in an increasing variety of ways- run, crawl, walk, climb, slide, jump and hold a pose in games such as musical statues. *To follow a steady beat and move their body in relation to music. *To hold writing equipment near tip with 2 fingers and thumb with reasonable control. *Begins to run with more fluency, avoiding obstacles. *Throw balls/ beanbags towards a target. *Ride bikes/ scooters with increasing awareness of others. *Start taking part in some group activities which they make up for themselves, or in teams. *Attempts to form some letters of the alphabet, some being recognisable e.g. in own name. *Uses one-handed tools and equipment, for example, making snips in paper with scissors.	Explores and develops confidence in different ways of moving, e.g. hopping/ skipping. Independently uses climbing equipment, e.g. the trim trail, making choices based on their own knowledge of their skills and confidence. Increasingly be able to remember sequences and patterns of movement in relation to music. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.
		Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. Stops or attempts to avoid obstacles when running. Explores and uses climbing equipment, with a little adult support at challenging parts.	Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.	Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Uses climbing equipment with confidence and enjoyment. Demonstrates good posture when working on table-top activities. Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.	ELG - Negotiates space and obstacles safely, with consideration for themselves and others. ELG - Demonstrates strength, balance and coordination when playing. ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Shows precision in movements (e.g. gymnastics) and excellent body control. Shows strength and power when jumping, throwing etc. Links series of movements fluently and confidently, e.g. in Dance. Engages in energetic and challenging physical activity through choice and with pleasure.
	Fine Motor	As above	As above	As above	As above	Uses a spoon or fork to eat with increased control and independence. Forms the pre-writing shapes. Forms all the letters of their name correctly. Forms recognisable letters for the full alphabet. Uses an effective tripod grip. Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.

		Uses a spoon or fork to eat independently. Uses mark-making tools such as paintbrushes, pens and chalk. Attempts to write their name in a way that they can recognise (May be the first letter or first few letters only, in capitals or not correctly formed). Has developed a dominant hand. Cuts straight lines with scissors/snippers. Draws circles, horizontal/vertical lines.	Uses a spoon or fork to eat with increased control and independence. Forms the pre-writing shapes. Forms the majority of the letters in their names correctly. Forms recognisable letters for the full alphabet. Uses an effective (non-palmer pencil grip) Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.	Uses a knife and fork, attempting to cut soft foods. Forms the majority of the letters of the alphabet with correct formation. Working towards or using a tripod grip. Uses scissors with effective hand-positioning and with control. Adds detail to drawings, e.g. eyelashes or windows on a house.	ELG - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG - Uses a range of small tools, including scissors, paintbrushes and cutlery. ELG - Begins to show accuracy and care when drawing	Sits writing on or line and begin to show clear ascenders/descenders. Able to control the size of their letters/numbers. Uses a knife and fork together confidently to cut food. Draws detailed pictures. Can do/undo buttons and zips.
	Other	*To open and close the door independently. *To use the toilet and to wash and dry hands when prompted and with help initially. *To attempt to carry out some tasks with support e.g hang coat on peg, dinner bag on trolley, book bag in tray.	*Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. *Tell an adult when they need to use the toilet or go independently. *To carry out some tasks independently e.g hang coat on peg, dinner bag on trolley, fetch coat when asked.	*Continue to become increasingly independent as they get dressed and undressed, for example, putting coats on. *Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. *Make healthy choices about food, drink, activity.	*Continue to become increasingly independent as they get dressed and undressed, for example, putting coats on and fastening the zip. *Recognise when they are hungry/ thirsty and access the self serve snack independently. *Carry out other self care routines completely independently e.g. gets all belongings at home time, sits and waits appropriately in cloak room.	Washes hands independently. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health. Carries out self care, health and hygiene routines independently. e.g. tells an adult when they are thirsty and gets own cup and drink, collects own jumper that they have left outside without prompting. Often supports others in their self care routines.
		Washes hands with adult supervising/prompting. Uses the toilet independently.	Washes hands independently. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health.	Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. Discusses the effects of tiredness or lack of sleep. Discusses simple healthy food choices.	(No mention in ELG) Discusses the effect exercise/activity has on their body. Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)	Knows why some foods are healthier, e.g. mentions nutrients, growth etc. Describes the effects of poor oral hygiene (e.g. cavities), lack of sleep (e.g. poor concentration and mood) and unhealthy food choices in more depth. Makes considered healthy choices and talks about their physical health with understanding of how we influence it.
	Literacy	*Sing songs and say rhymes independently, for example, singing whilst playing. *Repeat words and phrases from familiar stories. *Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	*Engage in conversations about stories, learning new vocabulary * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	* Understand key concepts about print:- print has meaning -Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book	*Able to 'map' out a familiar story through talking or maybe drawing *Knows that stories have beginnings and endings and sometimes guess how the story will end *Has conversations about stories and learn new vocabulary *To start to make up own stories, with characters, a beginning, middle and an end *To talk about the places and people in stories and the important things that are happening	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it
		Listen to a story and comment on the events. Name the characters from a familiar story.	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.	ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG: Anticipate – where appropriate – key events in stories. ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Recycle familiar stories verbally (or in written form), recalling the structure of the original story. Substantiate their predictions and opinions with evidence from the story. Use newly acquired language from books in different contexts.

	Word Reading	*Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Tesco (Recognises important prints to me)	* Choose to select and read a book, saying words to accompany the pictures.	Develop their phonological awareness, so that they can: - hear and start to suggest rhymes. Hear some initial sounds in words. Say which letter sound their name begins with.	*Sometimes can hear and says the first sound in a word when you say the word. *Recognise words with the same initial sound orally *To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word *Able to pictorially match and say a words that rhyme with a word like 'cat.	Say a sound for all Phase 2 GPCS. Hear and say the initial, final and medial sounds in spoken words. Blend CVC words verbally.
		Identify an object when given the initial sound. Say the initial sound in a given spoken word.	Say a sound for the majority of Phase 2 GPCS. Hear and say the initial, final and medial sounds in spoken words. Blend CVC words verbally	Say a sound for each letter in the alphabet Blend and read VC/CVC words. Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences.	ELG: Say a sound for each letter in the alphabet and at least 10 digraphs; ELG: Read words consistent with their phonic knowledge by sound-blending; ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Recognise all Phase 2 and 3 phonemes. Recognise all Phase 2 and 3 phonemes when reading unfamiliar words. Read Phase 4+ common exception words by sight.
	Writing	*Make marks on their picture to stand for their name (recognise important prints to me)	*Enjoy drawing freely. *Add some marks to their drawings, which they give meaning to. For example: "That says mummy." * Make marks on their picture to stand for their name.	*Add some marks to their drawings, which they give meaning to. For example: "That says mummy." *Beginning to write some of the letters for their name.	*Uses some print and letter knowledge in early writing. For example: writing a pretend shopping write 'm' for mummy *Says what the marks, shapes, letters and pictures that they make mean *Writes some letter sounds accurately *To write some or all of my name *To use some of their letter sound knowledge in their early writing.	Write their name with many letters correctly formed. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.
		Attempts to write their name in a way that they can recognise (May be the first letter or first few letters only, in capitals or not correctly formed). Discuss the marks they make, e.g. "this is a car"	Forms the majority of the letters in their names correctly. Forms recognisable letters for the full alphabet. Segment CVC words verbally. Write the initial and end sounds for a CVC word.	Write their name with the letters correctly formed. Attempt to form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.	ELG: Write recognisable letters, most of which are correctly formed; ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters; ELG: Write simple phrases and sentences that can be read by others.	Form all letters correctly, with clear ascenders and descenders. Write words of more than one syllable. Use a full stop and capital letter in a sentence.
Maths	Number	Compare objects like stacking blocks and cups, towers Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Show counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'	Count objects pointing to each one starting to say number names. Sing number rhymes. Start to recognise and count amounts 0-3. Freely recognise groups with more or less in.	Able to count objects 0-5 (Say one number for each item in order: 1,2,3,4,5.) To recite number names 0-5 Count freely when doing (up and downstairs)	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers accurately. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"
		Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects. Attempting to represent numbers using fingers where appropriate	Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"	Discuss composition of numbers to 5, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)	ELG - Have a deep understanding of number to 10, including the composition of each number. ELG - Subitise (recognise quantities without counting) up to 5. ELG - 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.	Be able to "conceptually subitise" to 10 or beyond. Know number bonds to 10 or beyond. Link subtraction and addition in meaningful ways, e.g. when exploring the part-whole model. Make strong links between areas of their learning, e.g. doubling/halving.
	Pattern	As above	As above	As above	As above	Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.

		Join in with number songs, Recite numbers to 10. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts	Recite numbers to 10 or beyond.. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.	Recite numbers to 20. Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice.	ELG - Verbally count beyond 20, recognising the pattern of the counting system. ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Make estimations based on their "number knowledge/sense", e.g. <i>that number must be greater than 20 because I can see two full tens and a part finished ten.</i> Apply their number knowledge to solve problems, e.g. <i>It takes 3 eggs to make a cake so I must need 6 for two cakes.</i>
	Shape, Space & Measure	Climb and squeeze themselves into different types of spaces. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	Understand position through words alone - Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'	Select shapes appropriately: flat surfaces for. Combine shapes to make new ones -triangle, Make shape patterns.	Start to use some 2D shape names, triangle, square, circle, rectangle in play. Extend and create ABAB patterns	Time - Understand <i>yesterday/today/tomorrow</i> . Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.
		Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i> . Time - understand <i>first/next</i> <i>Sorting/matching</i> - sort groups of objects according to different criteria	Time - Understand <i>yesterday/today/tomorrow</i> . Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.	Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Time - Use and understand <i>before/after</i> Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. I can talk about 3D shapes. Using some terms. Pattern - continue a simple AB, ABC pattern	Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. <i>this is heavier than that</i> . Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Pattern - create, copy and continue a simple pattern	Pattern - create patterns of increasing complexity, e.g. ABCCABCC or spot errors in a given pattern. Shape - confidently discuss the properties of common and irregular 2D and 3D shapes, e.g. giving clues. Make predictions and link their knowledge of number to their work on measures, e.g. <i>The red car weighed 4 cubes and the green one is heavier so it might weigh 6 cubes.</i>
	Understanding the World	*To talk briefly about events they have experienced ...	*Explore how things work. *Recognise Great Grandparents, Grandparents, parents and children as old and young.	Talk about experiences from parents, grandparents and start to make comparisons.	*Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs *Talk about times at home, like going shopping, and times that are special to them and their family like birthdays *Begin to make sense of their own life-story and family's history	Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now, what we have today and what has changed.
		Discuss who is in their family and show some sense of their own history, e.g. " <i>I was born first and then the twins</i> " or " <i>before I was born, Mummy lived in Spain but now we live in London</i> ".	Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now".	Discuss images of the past and contrast them in discussion, e.g. " <i>They are travelling on a horse and cart because there were no cars like we have then</i> ". Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.	ELG - Talk about the lives of the people around them and their roles in society. ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Suggest reasons why people's lives were different in the past, making more thoughtful links, e.g. <i>We don't have photographs of Jesus because cameras didn't exist then.</i> Have a personal interest in a particular character/period/area of the past that they are knowledgeable about. Make links between how events in the past have influenced our present, e.g. When listening to Amelia Earhart's story, discusses the opportunities women have today and what has changed.

	People, Culture & Communities	*Make connections between the features of their family and other families. *Notice differences between people	*Begin to make sense of their own life-story and family's history	*Continue to develop positive attitudes about the differences between people. *Shows an interest in different occupations	*Understands the key features of the life cycle of a plant and an animal. *Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed *Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos *Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year	Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, e.g. Longton Park, Tesco's, Park Hall lake and hills. Know the church is special to us as Christians.
		Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors	Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, e.g. Longton Park, Tesco's, Park Hall lake and hills. Know the church is special to us as Christians.	Look at maps of our school/area and discuss the features they notice. Make their own maps. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. <i>"There are no lions in England but there are in Africa"</i> or <i>"In Spain, the weather is warmer than here"</i>.	ELG - 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. ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding. Understand that people have different beliefs/customs/traditions and it is important we respect these. Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes.
	Natural World	*Explore and respond to different natural phenomena in or near to their setting	*Plant seeds and care for growing plants.	*Begin to understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect and care for the natural environment and all living things. *Begin to talk about the differences between materials and changes they notice.	Uses all of their senses to explore natural materials. *Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently *Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park	Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Refer to changes to the natural world, weather and our habits. Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.
		Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".	Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Refer to changes to the natural world, weather and our habits. Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.	Offer simple, logical explanations for what they have observed, e.g. <i>"Maybe it melted because the weather is warmer"</i> or <i>"It is light so I think that helps it float"</i>. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings	ELG - 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. ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Use a mature vocabulary to describe natural phenomena/objects, e.g. absorbed, evaporated, condensation. Show understanding of some ways that the natural world can be harmed (e.g. pollution) and some ways we can look after it (e.g. recycling). Have a personal interest in an area of the natural world (e.g. the ocean, dinosaurs, space) and be particularly knowledgeable about it.

Expressive Arts and Design	Creating Materials	* When prompted to select materials to use from a number of items, to draw and create. * When encouraged to make models and construct copying an adult.	*Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Explore different materials freely, in order to develop their ideas about how to use them and what to make	*Join different materials and explore different textures. *Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	*Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark *Safely uses and explores lots of different tools such as scissors *Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. *Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. *Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features. *Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features.	Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.
		Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use objects as representations in pretend play, e.g. a cuboid block as a telephone. Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.	Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.	Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable. Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. "I used sellotape because the glue was too runny to hold something heavy".	1. ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 2. ELG - Share their creations, explaining the process they have used. 3. ELG - Make use of props and materials when role playing characters in narratives and stories	Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose. Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist. Show mastery and confidence in techniques, e.g. colour-mixing.
	Being Imaginative and Expressive	*Explore different materials, may copy and adult or another child. *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	*Listen with increased attention to sounds. *Enjoy and to start to request rhymes and songs to sing. *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	*Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. *Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. *Start to add some movements to music and to a beat.	*Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. *Plays instruments with increasing control to express feelings and ideas. *Remember and sing whole songs. *Makes up stories when playing, like superheroes rescuing people from a building	Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar sings/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.

	Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Develop storylines through small-world or role-play.	Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar sings/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world	Discuss changes or patterns they hear when listening to music, e.g. "It starts slowly but gets faster and faster". Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. Begin exploring how we can change a song/rhyme (e.g, the words, tempo, volume) to create a desired effect. Create more complex narratives in their pretend play, building on the contributions of their peers. Organise themselves into collaborative creative opportunities (role play, performance, artwork).	1. ELG - Invent, adapt and recount narratives and stories with peers and their teacher. 2. ELG - Sing a range of well-known nursery rhymes and songs. 3. ELG - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music. Perform with confidence and awareness of the audience, e.g. using expression. Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.
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