

Literacy – Word Reading and Comprehension				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Listen and respond to a simple instruction.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent</p>	<p>Rhyme, print, words, letters, sounds, books, story, grapheme, phoneme, digraph, trigraph, blend, segment, capital letter, lower case, once upon a time, happily ever after, beginning, middle, end, character, fiction, non-fiction, tricky word.</p> <p>Links to Characteristics of Effective Learning</p> <p>Willing to have a go.</p> <p>Keep on trying.</p> <p>Being involved and concentrating.</p>

Communication and language runs directly through each strand.

		<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>with their phonic knowledge, including some common exception words.</p>	
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Literacy – Writing				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> <p>Make marks on their picture to stand for their name.</p> <p>Start to make marks Intentionally.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Print, words, sound, segment, blend, letter formation, capital letter, full stop, finger space, grapheme, phoneme, digraph, trigraph, sound out, word, sentence.</p> <p>Links to Characteristics of Effective Learning</p> <p>Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing a curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Thinking of ideas.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

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Maths – Number and Numerical Patterns

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed</p>	<p>Number, numeral, digit, count, subitise, add, subtract, equals, 5 frame, 10 frame, how many, total, more, less, odd, even, pattern, shapes, 2d shape, 3d shape, problem, position, group, bigger, smaller, heavier, lighter, longer shorter, count on, count back, double, half, share, days of the week, seasons</p> <p>Links to Characteristics of Effective Learning Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing a curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Thinking of ideas.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p>

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	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	<p>equally.</p>	<p>Making prediction.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>
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Knowledge and Understanding of the World -Science – The natural World

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outdoors.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing. Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and the changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the ones in which they live</p> <p>Understand the effect of the changing seasons on the natural world around them.</p>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world and contrasting environments, Drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Seasons, weather, natural materials, life cycle, same, different, solid, liquid, wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, natural, manmade, light, dark, night, daytime, hibernation, environment, hot, cold, sun, moon, body parts, senses, growth, change</p> <p>Links to Characteristics of Effective Learning</p> <p>Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing a curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Thinking of ideas.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Testing their ideas.</p> <p>Developing ideas of grouping, sequences and effect.</p>

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Knowledge and Understanding of the World - Geography – People, culture and communities

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
Explore and respond to different natural phenomena in their setting and on trips.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> <p>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.</p>	<p>Town, village, road, path, house, map, globe, plan, busy, quiet, pollution, Earth, England, Barrow, Cumbria, country, world, beach, seaside.</p> <p>Links to Characteristics of Effective Learning</p> <p>Using senses to explore the world around them.</p> <p>Taking risks and learning by trial and error.</p> <p>Showing curiosity about objects, events and people.</p> <p>Maintaining focus on their activity for a period of time.</p> <p>Thinking of ideas.</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience.</p> <p>Testing their ideas</p> <p>Developing ideas of grouping, sequences, cause and effect.</p>

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Knowledge and Understanding of the World - History – Past & Present

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Begin to make sense of their own life-story and family's history.</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Comment on images of familiar situations in the past. Compare & contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing own their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>Old, new, before, now, a long time ago, baby, toddler, teenager , adult, special time, family, after, changes , yesterday</p> <p>Links to Characteristics of Effective Learning Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences cause and effect.</p>

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Knowledge and Understanding of the World - RE – People, Cultures and Communities				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Make connections between the features of their family and other families</p> <p>Notice differences between people.</p> <p>Begin to make sense of their own life- story and family's history</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Talk about the lives of the people around them and their society</p> <p>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.</p> <p>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.</p>	<p>Families, culture, celebrations, Christmas, Eid, Halloween, bonfire night, Remembrance Day, Muslim, Christian, fireworks, family, same, different, share</p> <p>Links to Characteristics of Effective Learning</p> <p>Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

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Expressive Art and Design, creating with materials, being imaginative and expressive

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Explore paint using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing</p> <p>Show different emotions in their drawings- happiness, sadness, fear etc.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Colour names, mix, paint, texture, push, pull, smooth, shiny, rough, prickly, flat, patterned, jagged, bumpy, soft, hard, collage, draw, chalking, lighter, darker.</p> <p>Links to Characteristics of Effective Learning</p> <p>Showing a curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequencing, cause and effect.</p>

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Design and Technology – Expressive Art and Design, Creating Materials, Being Imaginative and Expressive				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Manipulate and play with different materials.</p> <p>Use their imaginations as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds to her ear and pretends it's a phone</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Take part in small pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing resources, ideas and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Design, make, build, construct, model, join, cut, stick, scissors, paintbrush, glue, tape, paint, knife, spoon, fork.</p> <p>Links to Characteristics of Effective Learning Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and exposing patterns in their experiences.</p> <p>Making predictions.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

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Computing – taken from birth to 5				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Anticipate repeated sounds Sights and actions, e.g. When an adult demonstrates an action toy several times.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.</p> <p>Seeks to acquire basic skills in turning on and operating</p> <p>Operates mechanical toys, e.g., Turns knob on a wind-up toy or pulls back on a friction car.</p> <p>Plays with water to investigate “low technology” such as washing and cleaning.</p>	<p>Knows how to operate simple equipment, e.g., Turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p> <p>Shows an interest in technological toys with knobs or pulleys real objects such as cameras, and touch screen devices such as mobile phones and tablets.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>	<p>Completes a simple program on electronic devices.</p> <p>Uses ICT Hardware to interact with age appropriate computer software.</p> <p>Can create content such as video recording, stories, and/or draw a picture on a screen.</p> <p>Develop digital literacy skills by being able to access understand and interact with a range of technologies.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p>	<p>No ELG for Technology</p> <p>Technology in the early years can mean:</p> <ul style="list-style-type: none"> • Taking a photograph with a camera or tablet • Using a voice recorder • Playing games on the iPad • Exploring mechanical toys • Using a Beebot • Watching a video clip • Listening to music 	<p>Laptop, computer, mouse, app, iPad, keyboard, find, search, internet, record, photograph, Video</p> <p>Links to Characteristics of Effective Learning Showing a curiosity about objects, events and people. Finding ways to solve problems Making lists and noting patterns in their experience. Making predictions. Developing ideas of grouping, sequences cause and effect.</p>

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Music – Expressive Art and Design, Creating with Materials, Being imaginative and Expressive

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Enjoy singing, music and toys that make sounds.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and as</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic song (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen attentively move to and talk about music, express their feelings and responses.</p> <p>Watch and talk about dance and performing art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music.</p>	<p>Banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned) sound. Low. High, loud, quiet, repeat, copy, beat</p> <p>Links to Characteristics of Effective Learning Showing curiosity about objects, events and people</p> <p>Finding ways to solve problems</p> <p>Making links and noticing patterns in their experience</p> <p>Making predictions</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

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PSED – Self Regulation, Managing Self and Building Relationships

Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Develop friendships with other children.</p> <p>Talk about their feelings in more elaborate ways “I’m sad because...” or “I love it when...”</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <ul style="list-style-type: none"> • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’. 	<p>Build constructive and respectful relationships.</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reason for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and other’s needs.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Happy, sad, angry, safe, lonely, scared, worried, family, friends, community, same, different, rules, kind, healthy, teamwork.</p> <p>Links to Characteristics of Effective Learning</p> <p>Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Developing ideas of grouping, sequences cause and effect</p>

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PE				
Birth – 3 years	3 and 4 year olds	Reception children	ELG	Key vocabulary
<p>Clap and stamp to music.</p> <p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings)</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress and undress.</p> <p>Start eating with a knife and fork.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large muscle-movements to wave flags and streamers, paint and make marks.</p> <p>Use one handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dresses and undressed, for example, putting on coats and doing up zips.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide to whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons.</p>	<p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery; - begin to show accuracy and care when drawing</p>	<p>Run, walk, jump, roll, climb. Kick, bounce, move, twist, tiptoe, stretch, turn, reach, freeze, team, instructions, fast, slow, start, stop</p> <p>Links to Characteristics of Effective Learning Showing a curiosity about objects, events and people.</p> <p>Finding ways to solve problems.</p> <p>Making links and noticing patterns in their experience.</p> <p>Making predictions.</p> <p>Developing ideas of grouping, sequences cause and effect.</p>

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	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole dug with a trowel.</p> <p>Collaborate with others to manage large items such as moving a long plank safely, carrying large, hollow blocks.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p>		
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