

DSAT Early Years Curriculum

(Foundation Stage 1) progression with termly milestones leading toward end of year outcomes.

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

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

What this document includes:

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

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

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

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

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

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

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

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

Communication and Language		
Ask <small>relevant questions</small>	Converse <small>in back and forth exchanges with friends and teachers</small>	Express <small>ideas and feelings with confidence</small>
Autumn Term	Spring Term	Summer Term
SPEAKING Teach them to...		
<ul style="list-style-type: none"> - Add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes' - Name familiar objects correctly. - Answer questions about themselves. - repeat pure sounds and use them within 2-3 word sentences. - Use facial expressions and actions to convey point of view. - Approach another child to talk to. - Talk to other children when engaged in a similar theme. 	<ul style="list-style-type: none"> - Repeat correct tense in a sentence back to the adult. - Use topic vocabulary correctly when talking to a familiar adult. - Answer what and when questions - Pronounce p, b, m, w, t, d, g, k, correctly within 3-4 word sentences. - Say what they like or dislike in every day experiences. - Start and continue a conversation with a classmate and familiar adult. - Talk to decide on roles within their play. 	<ul style="list-style-type: none"> - Use some correct tenses when speaking independently. - Use a wider range of vocabulary (in their play and with their peers). - Answer why questions. - Speak clearly in a variety of situations pronouncing words correctly in short sentences (4-6 words). - Share their point of view and explain it simply. - Start and continue a conversation with an adult showing awareness of needs. - Talk to others to extend their role and direction of play.
LISTENING Teach them to...		
<ul style="list-style-type: none"> - Sit and listen to a short story. - Focus on one task at a time and will stop when asked. - Follow a simple instruction with gestures/images - Follow and join in with simple rhymes. 	<ul style="list-style-type: none"> - Join in with repeated refrains of familiar stories. - Pause activity to listen to further instructions. - Follow a simple instruction - Remember a song to sing. 	<ul style="list-style-type: none"> - Listen to stories for a longer period and retell the story. - Pay attention to more than one thing at a time. - Follow a two part instruction. - Sing a large repertoire of songs.
Where does it happen?		
Curriculum	Routines	Practices & Provision
<p>Clear progression of speaking & listening. On-entry deficits are considered and inform the curriculum and teaching. Links to reading and English (texts) curricular, and story time. Links to learning talk including maths talk. Vocab for curriculum units/topics. Show and tell - set subject, teach what a question is. The curriculum ensures children are ready for FS2. Voice 21 progression and practices embedded. Songs, Rhymes and stories mapped out.</p>	<p>Start of day routines. Daily transition routines. Playtime routine. Snack routine. Lunchtime routine. Weekly routines including beyond the classroom. Routines involving others.</p>	<p>Direct teaching and guided practice. Daily intentional continuous provision. <ul style="list-style-type: none"> o experiential role play & curriculum led role play. Adult modelling and high-quality language.</p>
<p style="background-color: yellow;">Screening and supporting curriculum /interventions for I can for pupils who are wts/below</p> <p>See - Universally Speaking: The ages and stages of children’s communication development from birth to 5 years LINK Ideas from Welcomm book NELI, Talk boost</p>		
Check they can...		

<p><u>On entry</u> Respond to their name Uses familiar words to name objects Turns towards the child /person who is talking Can make themselves understood (with speech) e.g. drink, toilet.</p> <p><u>In December</u> Can communicate needs in 2-3 words e.g. me drink, Joins in and responds to routine linked chants/songs (e.g. its time to tidy up – song) -Can repeat back phrases (pronunciation) that can be understood (e.g. watch for tongue tie and glue ear)</p>	<p><u>In March</u> -Can stop and respond, shifting to a different task when asked -Can answer what and when questions -Can interact with their peers with 3-4 words -Listen attentively to a short story -Can join in with repeated phrases in stories e.g. trip trap / we're going on a bear hunt -Can follow a 1 part instruction (go and get your coat). -Can correctly pronounce the sounds p, b, m, w, t, d, g, k,</p>	<p><u>Expected at the end of Nursery</u> -Speak intelligibly (e.g. check letter pronunciation p, b, m, w, t, d, g, k, and sentence formation) -Can shift from one task to another if you fully obtain their attention. Verbally responds to others -Answer simple 'why' questions -Uses the pronoun I when talking about themselves -Can communicate what they want by speaking in a short sentence -Uses connectives in speech and, or because -Listen to and then follow an instruction, which has two parts. (get your coat on and wait by the door) -Recognise and sing some familiar nursery rhymes. -Confidently use four – six word sentences, (might not be grammatically correct)</p>
---	--	--

Personal, Social and Emotional Development

Show **empathy** and **kindness** to others

Show **determination** to complete a goal

Show **resilience** in the face of challenge

Show **curiosity** about the world around them

Autumn Term	Spring Term	Summer Term
Teach them to...		
<ul style="list-style-type: none"> - Identify when they are feeling happy or sad and communicate this with another person - Explore and choose resources that they want to play with with support. - Say what class they are in and follow rules and routines with support. - Respond to their peers and familiar adults (with some adult support). - Play with one class mate (parallel) interacting with facial expressions and gestures. - Identify and name own emotions and say no or stop as needed. - Say when they need the toilet or needs to be changed. - Say how they can be healthy. 	<ul style="list-style-type: none"> - Say sorry - Can identify basic emotions in others: happy, sad, excitement, anger, nervous - Select resources needed for teacher directed activities/play. - Follow class routines and rules more independently. - Talk to and engage with familiar adults and classmates. - Approach others to play in a small group. - Identify how others are feeling as a result of their actions (non verbal clues). - Go to the toilet when prompted and attempt to manage own hygiene - Identify whether a food type/hygiene practice is healthy or not. 	<ul style="list-style-type: none"> - Respond to sadness in others - Select and use activities with an end goal in mind. - Carry out simple roles of responsibility when asked and say why there are class rules. - Talk and respond to unfamiliar adults in the setting demonstrating more confidence. - Extend and elaborate their child initiated play. - Find solutions for conflicts and rivalries, sharing point of view. - Manage own hygiene and toileting needs (eg changing themselves). - Give examples of healthy and unhealthy habits and why it is important.
Where does it happen?		
Curriculum	Routines	Practices and Provision
<ul style="list-style-type: none"> - PSED curriculum linked with school's PSHE curriculum. - Discrete teaching - On-entry deficits are considered and inform the curriculum and teaching. - Vision & values underpinning teaching & learning. - Buddying with older children. - The curriculum ensures that by the end of EY children are ready for Y1. 	<ul style="list-style-type: none"> - Instilling routines into classroom - Self register against feelings totem pole - Visual timetable. - Modelling C&L skills in everyday routine. - PE changing - Tidy up time. - School and playground rules. - Children noticing and giving praise. - Teaching children to look after belongings. - Team member modelling good choices 	<ul style="list-style-type: none"> - Direct teaching & guided practice. - Daily intentional continuous provision - experiential role play. - Adult modelling and high-quality language. - Modelling positive behaviour linking to vision & values. - Additional teaching and guided practice for identified children needing more learning time and experience. - Enabling environments support language development. - Achievosaurus – CofEL. - Introduction to rules and responsibilities - Modelling correct behaviours
Check they can...		
<p><u>On entry</u></p> <p><i>-Be alert to children who may have poor dental hygiene and diet: alert to safeguarding and make curriculum adjustments as required.</i></p> <p><i>Watch for children who seem worried, sad or angry for overly long periods (e.g. whole day) and can not be distracted from these emotions.</i></p> <p><i>Refer to Leuven scale</i></p> <p><i>-tolerate other children playing in proximity / same area as them</i></p> <p><u>In December</u></p>	<p><u>In March</u></p> <p>-Is reliably dry with adult reminders</p> <p>-Settles to some adult directed activities (e.g. 5 minutes)</p> <p>-Asking others to play with them (playing alongside)</p> <p>-Can identify happy and sad in others</p>	<p><u>Expected at the end of Nursery</u></p> <p>-Understand that their actions can make others feel happy or sad</p> <p>- Settle to some activities, showing engagement and concentration that interests them.</p> <p>-Sometimes shares or take turns with others, (with adult guidance)</p> <p>-Play alongside others (in a focussed game/role play)</p> <p>-Understand the expectations, boundaries and classroom routines of the school</p> <p>-Go to the toilet independently</p>

<p><i>Be alert to children who flit from activity to activity or spend an overly long time at one activity.</i></p> <ul style="list-style-type: none">-Understands and responds to 'stop' and 'finished'-Does not become overly distressed when been told an activity is finished.- Understands the term 'yours and mine'-Settles to some self chosen activities-Identify their own emotions as happy and sad-Is trying to develop relationships with non-verbal cues e.g. smiles, giving and handing objects		
--	--	--

Physical Development

Use cutlery with confidence

Hold a pencil effectively

Move in a variety of ways safely and with confidence and control

Autumn Term

Spring Term

Summer Term

Teach them to...

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

-
- To eat independently and beginning to use a fork effectively.
- To explore and use different small mark making equipment (any direction)
- To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder.
- To use whole hand (tweezer) scissors to make snips in paper (may not be showing a hand preference yet)
- To select and hold mark making equipment to make marks
- To use whole hand to move items from one area to another (guided by sight eg puzzle pieces) and use pincer grip to move one object at a time (eg buttons, pom poms)
- Will put arms in to coat with adult support and lift up own hood.

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

- To hold a knife and fork correctly.
- Mark make with pencils, chalks, pens using different strokes that lead to letter writing. (eg directions and shapes)
- To use paintbrushes/rollers and are able to make large marks moving from the elbow (vertical and horizontal)
- To use scissors and make some snips in paper using standard scissors.
- To use a preferred grip to apply enough pressure to mark make (with support if needed/ hand over hand)
- To use a range of fine motor skills (eg pincer grip) to pick up small objects, pinch and turn knobs and one finger to turn on equipment and both hands when picking up larger objects (eg hand to hold a bucket whilst the other collects items to fill)
- To put on own coats (no fastenings)

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

-
- To use a sawing action when using a knife and the fork to hold the food in place.
- To trace lines and circles (making a clockwise/anti clockwise movement)
- To retrace lines up, down, clockwise/anti clockwise
- To use paintbrushes and are able to make large marks in a clockwise/anti clockwise direction using movements from the wrist.
- To use scissors by holding them in preferred hand and cut following a straight/curved line using the other hand as a support.
- To use one dominant hand and have a comfortable grip (eg tripod), to mark make with control
- To select and manage own movements to complete a task.
- To do up zips/buttons with support using a range of fine motor skills

Gross Motor

<ul style="list-style-type: none"> - Use alternate feet when climbing stairs (using bannister as a support) - To explore different ways of moving (eg marching, tip toes) and travelling at a steady pace. - To copy movements demonstrated by an adult (eg moving both arms at the same time). - To navigate large obstacle/people without colliding (may need adult support) - To get up from the floor and stand still on two legs. To bend over to pick up an item without falling over. - To move freely to music. - To get up from the floor and stand in one place . - To throw a ball/beanbag to a space. - To sit on a balance bike and begin to move with adult guidance. 	<ul style="list-style-type: none"> - Independently climb stairs using alternate feet. - To match movements to adult direction eg jump when asked to with some control and pace - To confidently use a range of movements with increasing control in their physical play (crawl/climb and crossing the midline - waving). - To be able to find a space away from others (space bubble) - To shift weight from one foot to another. - To match movements to music (tempo/rhythm) - To kneel/squat in one position for up to five minutes. - To throw a beanbag/ball (over arm and under arm) with control to a designated space. - To sit on a balance bike and move it from a –b with control and building up some speed by using alternate feet. - To stand on a 3 wheel scooter and begin to move with support. 	<ul style="list-style-type: none"> - To confidently climb equipment and apparatus - To travel in different ways with confidence (rolling, crawling, jumping, running, walking and climbing) - To match their developing physical skills to match task and activities (eg crawl, run, walk across a plank) - To find a space and to stop safely when directed. - Balance on one leg for a short period of time - To copy a sequence of movements related to music/rhythm - To sit comfortably on the floor or a chair for up to five minutes. - To throw a large ball/beanbag from themselves to a smaller target - To sit on a tricycle and move it from a –b by using cycling movements with feet - To stand on a 3 wheel scooter and push off with the other foot and move from one area to another.
--	--	--

Where does it happen?

PE teaching	Balancability	Playground equipment	Outdoor continuous Provision
Fiddly fingers continuous provision			
-dough disco	-pen disco	-funky fingers	
-See also: progression in scissor control			

Check they can...

Fine Motor

<p>On entry</p> <p>Can pick up and hold onto objects</p> <p>Can use both hands with the same movement at the same time (e.g. push to open the door)</p> <p>Can transfer objects from hand to hand</p> <p>Can move each finger in isolation e.g. point with one finger</p> <p>In December</p> <p>-Can use pincer grip to select a small item from one hand to the other (one hand has a hand full of small objects, other hand uses pincer grip to select one item and hold it out)</p> <p>-Has the strength of muscles to operate tweezer scissors to cut</p> <p>-Can control hand movements guided by their vision (e.g. complete inlay puzzles, post objects through boxes)</p>	<p>In March</p> <p>-Can use both hands together to complete a task e.g. one hand holds whilst the other hand pick up large objects</p> <p>-Can put their own coat on (not zip or button)</p> <p>- Can pinch and turn e.g. can twist tops off glue, open keys and locks, washers nuts and bolts.</p> <p>-Shows dexterity in picking up and putting small objects into holes e.g. peg boards, peas, rice.</p>	<p>Expected at the end of Nursery</p> <p>-Makes marks using a writing implement (e.g. pencil) with one hand on A3 size</p> <p>-Has strength of muscles to use tools e.g. scissors, hammer and nail</p> <p>-Has a dominant hand</p> <p>-Can use both hands together in a co-ordinated way to complete a task: e.g. scissors (tweezer or spring loaded) with one hand and turn the paper with the other hand.</p>
---	--	--

Gross Motor

<p>On entry</p> <p>-Can navigate safely around the classroom</p> <p>-Avoiding bumping into each other when running on a playground</p> <p>-Demonstrate a range of movements in their play e.g. crawl, jump, run (toddle), roll.</p> <p>In December</p> <p>Age 3: Climb confidently, using alternate feet</p> <p>-Can transitions from different positions e.g. sitting to standing</p> <p>-Can imitate bilateral movements (e.g. both arms up together)</p>	<p>In March</p> <p>-Is reliably dry with reminders to use the toilet from an adult (see also PSED)</p> <p>-Has a full range movement in shoulder pivot (e.g. throw objects with overarm movement)</p> <p>-Can perform actions across the midline (e.g. clean window across their body)</p> <p>-Has full range of movement at elbow pivot (eg large rollers and paintbrushes)</p> <p><i>NB: Observe how pupils are using their bodies, do they have fluid movement, control, able to access and use play equipment?</i></p>	<p>Expected at the end of Nursery</p> <p>-Are reliably dry during the day (See PSED)</p> <p>-Demonstrate spatial awareness</p> <p>-Can balance on one leg</p> <p>-Pedal a tricycle</p> <p>Show co-ordination e.g. Find a space</p> <p>Note italics is an example not a must have</p>
---	---	--

<p>-Can walk on tip toes -Can pick up toys from the floor without falling over (balance) Can pivot shoulder</p>		
--	--	--

Literacy

Autumn Term

Spring Term

Summer Term

Teach them to: Read

Identify rhyming words.	Count and clap syllables in a word.	Identify initial sounds in words and say when they are start with the same letter.
Say an object that begins with a sound (I spy)	Match pictures to segmented words.	Blend orally segmented words with no resources.
Look at books with a familiar adult	Handle books carefully and say what they see.	Turn the pages and tell the story from the pictures
Look at pictures from favourite books and talk about what they notice.	Talk about familiar stories they have heard.	Talk about familiar stories using story language.
Identify print in books and the environment.	Identify letters from their name.	Recognise own name.

Teach then to: Write (see PD)

Explore and use different mark making equipment.	Mark make and give meaning to marks using different strokes that lead to letter writing. (eg directions and shapes)	Form clear letters and say what they have written (eg letters from name or initial sounds)
--	---	--

Check they can: Read

<p>On Entry</p> <ul style="list-style-type: none"> -Children enjoy and join in with songs and rhymes -Recognises familiar logos <p>In December</p> <ul style="list-style-type: none"> - Identify environmental sounds e.g. doorbell, kettle boil, -Recognise simple cvc rhyming words in a familiar text e.g ran and man (gingerbread man) 	<p>In March</p> <ul style="list-style-type: none"> -Can find matching rhyming words e.g. what rhymes with cat? -Recognise the first letter of their name -Name a favourite story -Holds a book and turns the pages 	<p>End of the Year</p> <ul style="list-style-type: none"> -Orally blend some simple cvc words -Can talk about their favourite story -Recognise their name -Recognise an initial sound at the start of a word -Can continue a rhyming string with their own alternative -Identify objects that start with the same sound
--	---	--

Check they can: Write

<p>On Entry</p> <ul style="list-style-type: none"> -Makes marks in any form <p>In December</p> <ul style="list-style-type: none"> Can scribble in different directions e.g. up and down, forward and backward. 	<p>In March</p> <ul style="list-style-type: none"> Can imitate and copy marks and shapes (e.g. circles) Can trace shapes and follow routes on pencil maps 	<p>Expected at the end of Nursery</p> <ul style="list-style-type: none"> -Makes marks using a writing implement (pencil) with one hand on A3 -Write some letters accurately e.g. letters from their name -Imitate shapes that involve multiple movements e.g. square, cross.
--	--	--

Mathematics

Understand numbers in depth to 10
 Recognise the pattern of the counting system
 Compare quantities in different contexts

Autumn Term	Spring Term	Summer Term
-------------	-------------	-------------

Teach them to: Maths

Identify when they see 1 item (no matter the placing) Say number names to 6 in order.	Identify when they see 2 items (no matter the placing) Say number names to 10 in order.	Identify when they see 3 items (no matter the placing) Say number names in order to 10 and above.
Count 1 item whilst touching 1 object and be able to represent it with objects or fingers.	Count 3 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.	Count 5 items whilst touching each one (knowing that the last number is the total) and be able to represent it with objects or fingers.
Mark make to represent amounts.	Mark make to represent numbers.	Form some numbers correctly
Use the word 'more than' when discussing quantities in play or routines.	Use the word 'less/fewer than' when discussing quantities in play or routines.	Solve real world mathematical problems with numbers up to 5. Use language more than/fewer than when explaining their maths learning.
Explore and make arrangements with shapes, combining them to make new shapes.	Select shapes for a purpose (eg triangle for a roof) and name using correct terms	Describe basic shapes using some mathematical language (eg straight, round, sides)
Use positional language and gestures in their play.	Follow positional language within instructions (eg route of an obstacle course).	Follow and give a sequence of instructions using positional language (eg put the teddy under the chair next to the ball)
Use language related to size and weight.	Use language related to length and capacity.	Compare objects linked to size, weight, length and capacity.
Recognise and talk about patterns (e.g. in clothing / print)	Recognise an ABAB pattern	Continue an AB pattern with adult support (spotting any errors that may occur).
Talk about familiar events in their normal day.	Sequence events correctly (eg routines in day or a story)	Using language of first, then, next when sequencing.

Where does it happen?

Check they can...

<p>On Entry Uses numbers in every day contexts Knows numbers represent an amount Can identify which group of small objects has more Demonstrates 'counting like' behaviour (joins in with number rhymes)</p> <p><u>In December</u> -Says numbers in sequence up to 6 in order (Stable number) -Can represent 1 with objects or fingers -Can use language related to size and weight; big, small, heavy,</p>	<p><u>In March</u> -Shows 1:1 correspondence when counting up to 3 (<i>The number the child says might be incorrect, but they move one object every time they change the number they say.</i>) -Can represent up to 3 with objects or fingers -Can follow positional language (eg put teddy under the chair) -Can use language related to length and capacity, full, little bit, lots, empty / all gone. -Can name basic shapes in the environment and compare them to real life objects (like the sun)</p>	<p><u>End of the Year</u> -Shows 1:1 correspondence when counting up to 5 -Subitise numbers to 3 (<i>immediate recognition, not counting individually</i>) -Count a small set of objects and tell you how many there are in total (cardinal principle) -Can represent up to 5 with objects or fingers -Can use informal/mathematical language to describe basic shapes in the environments. -Can compare objects linked to size, weight, length, capacity -Use words to describe position e.g. behind, next to, in front</p>
---	--	--

Understanding the World

Know their own family

Care for our world

Appreciate different religions and culture

Understand how to read a simple map

Autumn Term	Spring Term	Summer Term
-------------	-------------	-------------

Teach them to:

To notice how they are the same and different from their classmates.	To name some similarities and differences between themselves and peers.	To name, describe and talk about the lives of people who they know (family and friends)
To name people in their family and talk about occasions at home	To talk about their own experiences outside of school eg clubs/parties they attend	To talk about the world around them and the people and places that are familiar using a wide range of vocabulary.
To navigate the learning environments (inside and out) and say what they observe. (sense of sight)	To name things they observe in their environment and select resources they need.	To respect class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures
To independently use electronic toys for a purpose.	To explore and make things work by pressing buttons.	To identify different types of digital devices and what they do (function) exploring them in their play.
To observe their environment and materials using their senses (it smells sweet. It feels hard)	To use all their senses for hands-on exploration of their environment and different materials saying what they notice.	To explore resources (in all environments) that have been put out showing curiosity and identifying similarities and differences.
To act out different (familiar) roles in the role play	To name and show interest in some jobs in the community eg doctors, vets, police, plumber	To say what some professions do (eg plumbers fix taps)
To know where they live and the environment in their locality.	To know names of other countries (discuss holidays).	To say how other countries are the same or different.
To name things they observe in their natural environment (eg tree, flower, insects)	To describe items in the natural environment (tall, green, pretty, rough)	To know life cycle of a plant (seed, shoot, plant, dies) saying changes.
To push, pull, stretch, squeeze materials through play doh, magnets, water	To use vocabulary such as push, pull, stretch, squeeze to match actions.	To say what actions happen when a force is applied.

Where does it happen?

Discreet taught lessons

Curiosity cube (ikea)

Investigation station

Check they can...

<p><u>On entry</u></p> <ul style="list-style-type: none"> -Children accept others with differences. -Name and talk about own family make up -Explore environment around them (inside and out) <p><u>In December</u></p> <ul style="list-style-type: none"> -Can turn on and off electronic toys and press buttons to create an action -Can tell you what they observe in their environment using their senses (it smells sweet. It feels hard) 	<p><u>In March</u></p> <ul style="list-style-type: none"> -Talk about their own experiences outside of school -Able to name some jobs in the community eg doctors, vets, police, plumber -Can name things they observe in their natural environment (eg tree, flower, insects) 	<p><u>End of the Year</u></p> <ul style="list-style-type: none"> Show curiosity and respond to the learning environment -explores resources that have been put out -uses all of the environment (inside and out) - shows respect for class and school environment (inside and out) eg tidies up, puts rubbish in bin, takes care of living creatures
---	---	--

Expressive Arts and Design

Create drawings, paintings or models with thought and reflection



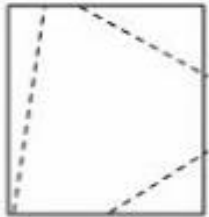
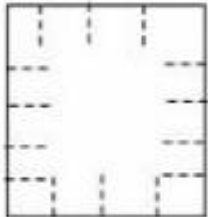




Perform a dance, story, song, poem or rhyme in front of an audience

Autumn Term	Spring Term	Summer Term
To intentionally make marks	To say what they have drawn.	To use drawing to represent movement and/or noises.

To create closed lines in their drawing and then use those shapes to represent objects.	To draw pictures with more detail – adding features to a face	To show different emotions in their drawings
To name and match colours	To select colours for a purpose	To explore colour mixing and say what they have observed.
To handle different textures, food, materials and say what they feel/taste like	To select resources/materials according to size/texture to create an end goal, joining materials as required.	To say what worked and what needed a change to be made.
To join in with nursery/number rhymes and copy actions	To sing a song from memory	To create own song inspired by something familiar.
To listen (with increased attention) to sounds	To copy the sounds/words that an adult makes (voice)	To match the sounds they make to another (pitch, tone, tempo) To identify and describe sounds in a piece of music
To explore instruments and the sounds they make.	To copy sounds that an adult makes (instrument)	Play instruments (with increasing control) to express their ideas and feelings.
To participate in pretend play (with support)	To use objects to represent other items in their role play	To take part in simple pretend play following rules of the game
To explore small world resources using gesture and movement	To create storylines when using small world equipment	To create more imaginative and complex stories as part of small world play.
Can show like/dislike something through facial expressions or gestures.	Can say whether they like/dislike something eg food, music, movement, picture and express a preference.	Can give an opinion on food, music, movement or picture and give a reason why.
Where does it happen?		
Discreet lessons Poetry box Watch pre recorded dance videos and get children to talk about how it makes them feel and what words would describe this type of dance e.g. tribal dance New Zealand Hakka		
Check they can...		
<u>On entry</u> -Able to intentionally make marks -joins in with nursery/number rhymes and copies actions -able to participate in pretend play (with support) -will handle different textures comfortably (monitor for possible sensory issues) <u>In December</u> -Create closed lines in their drawing and then use those shapes to represent objects.	<u>In March</u> -Draw pictures with more detail – adding features to a face -Can identify and describe sounds in a piece of music -able to sing a song from memory	<u>End of Year</u> -show different emotions in their drawings -Can say whether they like/dislike something eg food, music, movement, picture -Independently takes part in simple pretend play following rules of the game

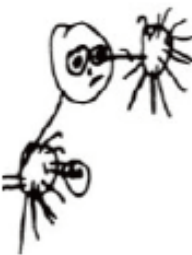




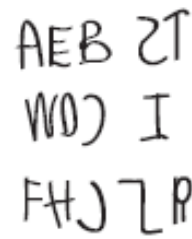
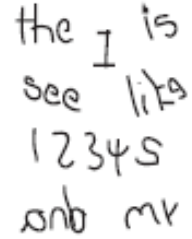
Appendix: Progression Maps

1. Scissor control

 <p>Uses two hands to open and close scissors.</p>	 <p>Holds scissors with thumb and four fingers.</p>	 <p>Chops scrap paper into smaller pieces.</p>	 <p>Makes snips into the edges of paper.</p>
 <p>Cuts fairly straight lines across paper.</p>	 <p>Holds scissors using thumb and one finger.</p>	 <p>Cuts angles.</p>	 <p>Cuts curves and circles.</p>

2. Progression in writing

HeidiSongs' Chart of the
Developmental Progression of A Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p> <p>Thehcarr (The horse can run.)</p>	<p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p> <p>We wn to the s (We went to the store.)</p>	<p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p> <p>To daye i wot to play withf the white board and the shapex and I won to play with My fen (Today I want to play with the white board and the shaper, and I want to play with my friend.)</p>	<p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p> <p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Tim. The end (One day, I saw a friend. I was Israel and Antonio and they got lost. I found them. The end.)</p>

3. Progression in Balancing (PD)



Balances statically on two feet



Balances whilst moving axially e.g. standing and bending to touch toes



Balances statically on two points e.g. one foot and one hand



Balances statically on an object e.g. balance board



Balances statically on one foot



Balances dynamically e.g. whilst walking along a beam











Balances when landing after jumping



Balances dynamically on one foot e.g. lifting/moving/lowering other leg

4. Progression in drawing

 <p>Scribbles just made of lines.</p>	 <p>Scribbles made of lines and enclosed shapes.</p>	 <p>Marks including simple pre-writing shapes.</p>	 <p>Over-simplified representations of people.</p>
 <p>Marks including more complex pre-writing shapes.</p>	 <p>More detailed representations of people.</p>	 <p>Detailed pictures of other objects using shapes.</p>	 <p>More detailed representations of multiple objects.</p>