

# United Curriculum

EYFS

For Practitioners



**United Curriculum**  
Primary

Part of United Learning



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# United Curriculum Principles

**Building on the Framework for Excellence, The United Learning Primary Curriculum has six core principles:**

- **Entitlement**  
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**  
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**  
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**  
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**  
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**  
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart



# United Curriculum Principles: EYFS



**The United Learning EYFS Curriculum provides for all children, regardless of their background, with:**

- **Children leave the Early Years with 'school readiness'**  
All Early Years settings give children the broad range of knowledge and skills which provide the right foundation for future progress through school life, fostering resilience and children who are capable, confident and self-assured.
- **Quality and consistency**  
All Early Years settings set standards to ensure every child makes good progress and no child gets left behind.
- **Children are placed at the heart of the curriculum**  
Every child is valued as unique and learning opportunities are adapted to meet needs and interests.
- **Enabling environments**  
Environments are adapted to ensure there is a rich provision of experiences to respond to the individual needs of all children.
- **Strong partnership between home and school**  
Link between practitioners and parents and/or carers is clearly established from the first day of school and nurtured throughout to create a transparent, clear communication to provide the best for all children.



# Communication and Language: Overview



	Listening, Attention and Understanding	Speaking
N2	<ul style="list-style-type: none"> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>	<ul style="list-style-type: none"> <li>Use the speech sounds p, b, m, w.</li> <li>Are usually still learning to pronounce:                             <ul style="list-style-type: none"> <li>- l/r/w/y    - f/th    - s/sh/ch/dz/j</li> <li>- multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> </ul>
N3/4	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>Use longer sentences of four to six words.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Rec	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>Develop social phrases.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG	<p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>



# Communication and Language: Termly Milestones



## Listening, Attention and Understanding

N2	Aut	<ul style="list-style-type: none"> <li>Understand simple instructions like “give to nanny” or “stop”.</li> <li>Identify familiar objects and properties for practitioners when they are described.</li> <li>Will listen to a short story read by an adult but can be easily distracted.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>Understand and act on longer sentences e.g.: ‘build big tower’ or ‘knock down tower’.</li> <li>Identify familiar objects and properties when described with a two part phrase e.g.: ‘green dinosaur’, ‘tall cup’</li> <li>Recall parts of the story and join in repeated phrases</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>Can say and understand words for time e.g.: ‘now’ and ‘later’.</li> <li>Can say and understand words for function e.g: can tell you a trowel is used for digging.</li> <li>Can say and understand words for space e.g.: ‘over there’.</li> <li>Understands some vocabulary related to size e.g.: ‘Can you find the big fish?’</li> <li>Listen to a short story read by an adult and ask questions about the book.</li> </ul>
N3-4	Aut	<ul style="list-style-type: none"> <li>Be able to talk about familiar books:                             <ul style="list-style-type: none"> <li>Sit and listen to a story</li> <li>Answer simple question about what they have heard</li> </ul> </li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.                             <ul style="list-style-type: none"> <li>Suggest how a story might end</li> <li>Join in repeated refrains from stories</li> <li>Make simple predictions.</li> <li>Retell a familiar story.</li> </ul> </li> <li>Use vocabulary in their play, that reflects their experiences of books.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>Understand ‘why’ questions (“Why do you think the caterpillar got so fat?”)</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>

Reception	Aut	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Ask questions to find out more and check they understand what has been said.</li> <li>Make simple predictions about what will happen next when reading or listening to a text</li> <li>Answer why and how stories about a text</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen to and talk about stories to build familiarity and understanding.-Link events in a story to their own experiences.</li> </ul>
Year 1		<p>In the English National Curriculum in Spoken Language, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>



# Communication and Language: Termly Milestones



## Speaking

N2	Aut	<ul style="list-style-type: none"> <li>• Can link two words together to describe e.g.: 'green apple'</li> <li>• Start to answer simple questions about a text e.g.: 'where is the pear?'</li> <li>• Develop pretend play related to text</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Answer questions about the text including 'who', 'what', and 'where'.</li> <li>• Retell a story with the aid of simple pictures and props.</li> <li>• Develop pretend play e.g.: 'sleeping in mummy bear's bed'</li> <li>• Develop a wider range of vocabulary including opposites.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Can link up to 5 words together.</li> <li>• Develop vocabulary beyond everyday language, this may be based on the following prompts:                             <ul style="list-style-type: none"> <li>○ Class texts</li> <li>○ Special trips or events</li> <li>○ Topic work</li> <li>○ Describing actions</li> </ul> </li> </ul>
N3-4	Aut	<ul style="list-style-type: none"> <li>• Speak in simple sentences</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>• Use a wider range of vocabulary.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Use longer sentences of four to six words.</li> <li>• Develop their communication, to talk about a past event but may continue to have problems with irregular tenses</li> <li>• Use a wider range of vocabulary.</li> <li>• Use vocabulary in their play, that reflects their experiences of books.</li> <li>• Sing a large repertoire of songs.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play.</li> </ul>

Reception	Aut	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Engage in non-fiction books.</li> <li>• Use new vocabulary through the day.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Understand and use new vocabulary introduced through non-fiction texts and stories</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Learn and use new vocabulary</li> </ul>
Year 1	<p>In the English National Curriculum in Spoken Language, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> </ul>	





# Personal, Social & Emotional Development: Overview

<b>Nursery 2</b>	<ul style="list-style-type: none"> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Express preferences and decisions. Also try new things and start establishing autonomy.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> <li>• Begin 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.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>• Develop friendships with other children.</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when...”</li> </ul>
<b>Nursery 3 - 4</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>

<b>Reception</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> <li>• Personal hygiene.</li> <li>• Know and talk about the different factors that support their overall health and wellbeing including:             <ul style="list-style-type: none"> <li>○ Regular physical activity</li> <li>○ Healthy eating</li> <li>○ Toothbrushing</li> <li>○ Sensible amounts of ‘screen time’</li> <li>○ Having a good sleep routine</li> <li>○ Being a safe pedestrian</li> </ul> </li> </ul>
<b>ELG</b>	<p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>







# Personal, Social & Emotional Development: Milestones

## Self-Regulation

N2	<ul style="list-style-type: none"><li>• Develop a strong relationship with key caregivers in setting.</li><li>• Join a group activity chosen by a practitioner.</li><li>• Resist impulse to push to the front and wait for their turn.</li><li>• Start to talk about their feelings using words like 'happy' and 'sad'.</li><li>• Can give reasons for why they feel happy or sad.</li><li>• Recognise and act out emotions through play and stories.</li></ul>
N3-4	<ul style="list-style-type: none"><li>• Allow an adult to comfort them.</li><li>• Achieve a goal they have chosen, or one which is suggested to them.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Seek adult support to help them in managing emotions.</li><li>• Recognise when a peer is upset.</li><li>• Talk about their feelings using a developing vocabulary e.g. <i>frightened, frustrated</i>.</li><li>• Explain to an adult what has happened when they are upset.</li><li>• Begin to control their own emotions.</li><li>• Begin to understand how others feel.</li></ul>
Reception	<ul style="list-style-type: none"><li>• Identify and name feelings in themselves and others, e.g. <i>cross, lonely, worried</i>.</li><li>• Bounce back quickly after they have been upset and with more independence.</li><li>• Reflect on feelings they encounter in stories and make links to their own experiences.</li><li>• Follow two-step instructions.</li><li>• Wait with increased patience for attention or a turn in a game/with a toy.</li></ul> <p><b>Recognise, moderate and express their own feelings and show an understanding of the feelings of others. Set and work towards simple goals. Wait for what they want and control their immediate impulses when appropriate. Give focused attention to the teacher, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.</b></p>





# Personal, Social & Emotional Development: Milestones

## Managing Self

N2	<ul style="list-style-type: none"><li>• Show will to be independent e.g.: 'me do it'.</li><li>• Takes pride in doing activities by themselves.</li><li>• Seek praise when carrying out activities e.g.: tidying up.</li><li>• Follow simple, familiar instructions.</li><li>• Seek responsibility and enjoy being given a job to do.</li><li>• Understands where key resources are kept.</li></ul>
N3-4	<ul style="list-style-type: none"><li>• Select and use activities and resources with help.</li><li>• Follow a two-part instruction as part of a group.</li><li>• Join in an activity when invited by an adult.</li><li>• Select and use activities and resources independently.</li><li>• Remember basic setting rules and follow them most of the time.</li><li>• Explain why rules are important.</li><li>• Care for plants, animals and their immediate environment.</li><li>• Talk confidently in front of a group of their peers.</li></ul>
Reception	<ul style="list-style-type: none"><li>• Abide by most of the rules of the classroom.</li><li>• Try new activities independently or with peers.</li><li>• Talk positively about themselves and what they can do.</li><li>• Begin to understand and discuss consequences of our behaviour.</li><li>• Shows increasing independence, working on short activities independently.</li><li>• Persevere when something is challenging.</li></ul> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b> <b>Explain the reasons for rules, know right from wrong and try to behave accordingly</b></p>





# Personal, Social & Emotional Development: Milestones

## Self Care

N2	<ul style="list-style-type: none"><li>• Ask to go to the toilet.</li><li>• Wipe own face with a cloth</li><li>• Pour own drink into a cup.</li><li>• Use a knife and fork and attempt to cut food.</li><li>• Carry plate of food back to their table place.</li><li>• Clean up spillages.</li><li>• Find peg independently and can attempt to hang up coat.</li><li>• Show will to be independent when putting on clothes.</li><li>• Talk about their favourite foods.</li></ul>
N3-4	<ul style="list-style-type: none"><li>• Use the toilet independently.</li><li>• Wash and dry their hands.</li><li>• Take their coat off and put it on.</li><li>• Put on shoes without fastening</li><li>• Pull zips up and down.</li><li>• Pull up trousers independently.</li><li>• Put T-Shirt and jumper on/off independently.</li><li>• Show independence in managing own needs including at snack time.</li><li>• Give simple explanations about healthy lifestyle choices.</li></ul>
Reception	<ul style="list-style-type: none"><li>• Put on socks and shoes.</li><li>• Fasten zips independently</li><li>• Explain why handwashing is important.</li><li>• Undress independently with help for buttons</li><li>• Dress and undress independently.</li><li>• Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine ,being a safe pedestrian.</i></li></ul> <p><b>Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices</b></p>





# Personal, Social & Emotional Development: Milestones

## Building Relationships

N2	<ul style="list-style-type: none"><li>• Show an interest in other children's play.</li><li>• Develop friendships with other children.</li><li>• Play with other children although may become distracted by own interests.</li><li>• Ask questions about other people about differences e.g.: skin colour, types of hair, gender, disabilities and special needs.</li><li>• Start to work with other children to complete more challenging tasks.</li></ul>
N3-4	<ul style="list-style-type: none"><li>• Take turns, with adult support.</li><li>• Play with one or more other children.</li><li>• Join in with a group of children who are playing.</li><li>• Speak to peers within a game or activity.</li><li>• Seek adult support to help them in managing emotions and conflicts.</li><li>• Play with other children extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries.</li></ul>
Reception	<ul style="list-style-type: none"><li>• Take turns when playing simple games.</li><li>• Show empathy towards their peers.</li><li>• Show understanding of another child's perspective..</li><li>• Solve small conflicts through speaking to each other and being assertive.</li></ul> <p><b>Form positive attachments with adult peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.</b></p>



# Physical Development: Overview



	Gross Motor	Fine Motor
Nursery 2	<ul style="list-style-type: none"> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Gradually gain control of their whole body through continual practice of large movements</li> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Clap and stamp to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials and tools.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Learn to use the toilet with help, and then independently.</li> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> </ul>
Nursery 3-4	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>
ELG	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>



# Physical Development: Milestones



## Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
Nursery 2	<ul style="list-style-type: none"> <li>• Sit on a push-along wheeled toy.</li> <li>• Can stop a wheeled toy when there is an obstacle.</li> <li>• Pedal a tricycle and understand the need to stop..</li> <li>• Move on a scooter and understand the need to stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass ball from one hand to other.</li> <li>• Can let go of a ball and drop to the floor.</li> <li>• Passes ball to another person by handing to someone or rolling along the floor.</li> <li>• Attempts to stop ball when passed towards them.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys listening to music and clapping/stamping along.</li> <li>• Can make a two footed jump</li> <li>• Can stand on one leg and attempt to balance with confidence.</li> <li>• Can wave flags and streamers.</li> </ul>	<ul style="list-style-type: none"> <li>• Climb with developing confidence.</li> <li>• Children can climb unaided and stop if they do not feel safe.</li> <li>• Fit themselves into spaces such as large boxes, dens, tunnels.</li> <li>• Climb through tunnels.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use a range of different resources.</li> <li>• Wait their turn to use resources.</li> <li>• Be aware of other children's play.</li> </ul>
Nursery 3 -4	<ul style="list-style-type: none"> <li>• Walk a balance bike.</li> <li>• Pedal a tricycle with confidence.</li> <li>• Use feet to scoot a balance bike and maintain balance.</li> <li>• Turn corners on a scooter, tricycle or balance bike.</li> <li>• Can stop a scooter, tricycle or balance bike when required.</li> <li>• Maneuver around obstacles on a scooter, tricycle or balance bike.</li> </ul>	<ul style="list-style-type: none"> <li>• Push, roll and bounce large ball.</li> <li>• Throw a large ball up in the air, overhand and underhand.</li> <li>• Move a large ball with their feet.</li> <li>• Kick a static ball.</li> <li>• Catch a large ball between extended arms.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys exploring different ways of moving.</li> <li>• Use large muscle movements to wave flags &amp; streamers</li> <li>• Stops or attempts to avoid obstacles when running.</li> <li>• Skip, hop, stand on one leg &amp; hold a pose for a game like musical statues.</li> <li>• Jump off a low object with both feet off the ground.</li> <li>• Jump over a small stationery object</li> <li>• Jump forward, taking off and landing on 2 feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Stand on tiptoes</li> <li>• Walk along a chalk line</li> <li>• Walk and crawl along a low, wide balance beam or plank.</li> <li>• Climb up stairs, steps &amp; move across equipment using alternate feet.</li> <li>• Explore and use climbing equipment, with some adult support.</li> <li>• Stand on one foot for a short period of time shifting body weight to improve stability.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple instructions given by and adult or peer as part of a game.</li> <li>• Work collaboratively to move large outdoor equipment with the support of an adult.</li> <li>• Start to make up their own physical games.</li> <li>• Choose the right resources to carry out their own plan.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Pedal/scoot and maintain balance while manoeuvring around obstacles.</li> <li>• Control the speed of wheeled toys.</li> <li>• Maintain a safe distance from other riders.</li> <li>• 2 wheeled bikes</li> <li>• Pedal and maintain balance for a few metres on flat/downhill.</li> <li>• Can stop the bike using brakes.</li> <li>• Pedal and maintain balance for an extended time.</li> </ul> <p><b>Pedal and maintain balance on a 2 wheeled bike around obstacles.</b></p>	<ul style="list-style-type: none"> <li>• Throw and kick a ball with increased accuracy.</li> <li>• Hit a large target from 5 steps away with a tennis ball.</li> <li>• Catch a large ball by bringing hands in towards chest.</li> <li>• Bounce and catch a large ball .</li> <li>• Kick a ball that is rolled to them from a distance.</li> <li>• Begin to use kicking, throwing, catching skills in team games.</li> <li>• Hit a ball or beanbag with a bat.</li> </ul> <p><b>Develop confidence, competence, precision &amp; accuracy with activities that involve a ball.</b></p>	<ul style="list-style-type: none"> <li>• Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding.</li> <li>• Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.</li> <li>• Hop on one foot 3 to 5 times.</li> <li>• Jump and turn in the air.</li> <li>• Hop on alternate feet.</li> <li>• Combine movements to create sequences of movement.</li> </ul> <p><b>Develop overall body strength, coordination, balance &amp; agility</b></p>	<ul style="list-style-type: none"> <li>• Hold a controlled static balance on one leg</li> <li>• Walk down steps, using alternate feet.</li> <li>• Walk along a low narrow balance beam</li> <li>• Move confidently in different ways on climbing apparatus.</li> </ul> <p><b>Move confidently on balancing and climbing equipment setting themselves physical challenges.</b></p>	<ul style="list-style-type: none"> <li>• Work collaboratively to move large outdoor equipment with increasing independence.</li> <li>• Work with friends in a team – taking turns effectively.</li> </ul> <p><b>Collaborate with others to devise team games and manage resources.</b></p>

# Physical Development: Milestones



## Fine Motor

	Using Mark Making Tools	Manipulating other Tool and Materials	Dressing
Nursery 2	<ul style="list-style-type: none"> <li>Imitates vertical, horizontal and then circular strokes.</li> <li>Uses palmer grasp to hold mark making tools.</li> <li>Uses large movements to make marks spontaneously e.g.: chalk on playground, paintbrushes on canvas.</li> <li>Starts to show a preference for one hand used consistently for most activities.</li> </ul>	<ul style="list-style-type: none"> <li>Drinks from an open cup.</li> <li>Stacks 2-3 blocks on top of another.</li> <li>Feeds themselves using a spoon.</li> <li>Can change the shape of playdough using hands.</li> <li>Can put a simple shape into a shape sorter.</li> <li>Puts rings on a stick/ strings wide beads on a shoelace.</li> <li>Is able to screw/twist a lid on a container.</li> <li>Picks up small objects with thumb and one finger.</li> <li>Turns pages of a hardback book independently</li> <li>Hold a bucket of water/sand with a hook grip.</li> </ul>	<ul style="list-style-type: none"> <li>Put on coat independently.</li> <li>Attempts to zip up coat but usually requires some help.</li> <li>Dresses teddy bears/dolls</li> <li>Can talk about why we need to wear certain clothes e.g.: it is raining we need a coat.</li> </ul>
Nursery 3-4	<ul style="list-style-type: none"> <li>Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp.</li> <li>Forms pre-writing shapes.</li> <li>Draws circles, horizontal/vertical lines.</li> <li>Develop a dominant hand.</li> <li>Attempt to write their own name in a way they recognise.</li> <li>Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp,</li> <li>Draws simple pictures which can be recognised by themselves and others.</li> <li>Write their own name.</li> </ul>	<ul style="list-style-type: none"> <li>Pour from one container to another with some accuracy.</li> <li>Manipulate playdough to make representations of objects using their hands.</li> <li>Join large construction pieces together.</li> <li>Use tools to make changes to playdough.</li> <li>Use a spoon or fork to eat independently.</li> <li>Make snips in paper with scissors.</li> <li>Use scissors to cut paper in half.</li> <li>Use a knife to cut soft food.</li> <li>Spread using a knife.</li> </ul>	<ul style="list-style-type: none"> <li>Put on shoes without fastening</li> <li>Pull zips up and down.</li> <li>Pull up trousers independently.</li> <li>Put T-Shirt and jumper on/off independently.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Forms all the letters of their names correctly.</li> <li>Use an effective pencil hold working towards a dynamic tripod grasp.</li> <li>Adds detail to drawings, e.g. eyelashes or windows on a house.</li> <li>Forms recognisable letters for the full alphabet.</li> <li>Forms all letters of the alphabet with correct formation.</li> </ul> <p><b>Develop the foundations of a handwriting style which is fast, accurate and efficient.</b></p>	<ul style="list-style-type: none"> <li>Join small construction such as lego.</li> <li>Make more detailed models with playdough.</li> <li>Use tweezers to move small objects.</li> <li>Use scissors to cut around a shape on paper.</li> <li>Use a knife and fork, attempting to cut soft foods.</li> <li>Use scissors with developing accuracy and control.</li> <li>Safely use hammers.</li> <li>Use a knife and fork effectively.</li> </ul> <p><b>Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.</b></p>	<ul style="list-style-type: none"> <li>Put on socks and shoes.</li> <li>Fasten zips independently</li> </ul> <p><b>Dress and undress independently with some adult support with small buttons.</b></p>



# Literacy: Overview



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery 2</p>	<ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery 3 - 4</p>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>◦ print has meaning</li> <li>◦ print can have different purposes</li> <li>◦ we read English text from left to right and from top to bottom</li> <li>◦ the names of the different parts of a book</li> <li>◦ page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>◦ spot and suggest rhymes</li> <li>◦ count or clap syllables in a word</li> <li>◦ recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ELG</p>	<p><b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds</li> </ul>





# Literacy: Termly Milestones



## Decoding and Word Reading (1/3)

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
N2	Aut	<ul style="list-style-type: none"> <li>• Relate some key vocabulary to real experiences.</li> <li>• Listen to nursery rhymes and songs with interest, sometimes dancing, clapping or singing along.</li> </ul>		
	Spr	<ul style="list-style-type: none"> <li>• Repeat words and phrases from familiar stories.</li> <li>• Join in with longer repeated refrains from familiar stories e.g.: 'I'll huff and I'll puff and blow your house down.'</li> <li>• Join in with selected parts of nursery rhymes and songs.</li> </ul>		
	Sum	<ul style="list-style-type: none"> <li>• Use core text to develop vocabulary.</li> <li>• Recall and retell stories in core texts using visual prompts.</li> <li>• Join in with nursery rhymes and songs, sometimes independently.</li> <li>• Join in with repeated phrases when reading stories.</li> <li>• Identify animal sounds when reading core texts.</li> </ul>		
N3-4	Aut	<ul style="list-style-type: none"> <li>• Develop their phonological awareness:                             <ul style="list-style-type: none"> <li>• Join in with nursery rhymes</li> <li>• Sing some nursery rhymes independently</li> <li>• Explore body percussion</li> <li>• Tuning into voice sounds</li> <li>• Talking about sounds</li> <li>• Spot and suggest rhymes</li> </ul> </li> </ul>	<b>Autumn 1</b> <ol style="list-style-type: none"> <li>1. General sound discrimination - environmental</li> <li>2. General sound discrimination - instrumental sounds</li> <li>3. General sound discrimination - body percussion</li> </ol>	<b>Autumn 2</b> <ol style="list-style-type: none"> <li>4. Rhythm &amp; rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>
	Spr	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>• Distinguish between environmental sounds.</li> <li>• Exploring speech sounds</li> <li>• Spot and suggest rhymes-</li> <li>• Experience and appreciate rhythm and to develop awareness of rhythm in speech</li> </ul> </li> </ul>	<b>Spring 1</b> <ol style="list-style-type: none"> <li>1. General sound discrimination - environmental</li> <li>2. General sound discrimination - instrumental sounds</li> <li>3. General sound discrimination - body percussion</li> </ol>	<b>Spring 2</b> <ol style="list-style-type: none"> <li>4. Rhythm &amp; rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>
	Sum	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:-                             <ul style="list-style-type: none"> <li>• <i>Spot and suggest rhymes</i></li> <li>• <i>Develop awareness of sounds made with instruments</i></li> <li>• <i>Orally blend and segment words</i></li> <li>• <i>Count or clap syllables in a word</i></li> <li>• <i>Recognise words with the same initial sound, such as money, mother</i></li> </ul> </li> </ul>	<b>Summer 1</b> <ol style="list-style-type: none"> <li>1. General sound discrimination - environmental</li> <li>2. General sound discrimination - instrumental sounds</li> <li>3. General sound discrimination - body percussion</li> <li>4. Rhythm &amp; rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>	<b>Summer 2</b> <ol style="list-style-type: none"> <li>7. Oral blending and segmenting</li> </ol>



# Literacy: Termly Milestones



## Decoding and Word Reading (2/3)

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
Reception	Aut	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> </ul>	<u>Letters and Sounds</u> <b>Autumn 1</b> <ul style="list-style-type: none"> <li>• Phase 1 Aspect 7 - Oral blending and segmenting</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>• Set 1: s, a, t, p</li> <li>• Set 2: i, n, m, d</li> <li>• Set 3: g, o, c, k</li> <li>• Set 4: ck, e, u, r</li> <li>• Set 5: h, b, f, ff, l, ll, ss</li> </ul>	<u>Read Write Inc</u> <b>Phase 1</b> <ul style="list-style-type: none"> <li>• Aspect 7 - Oral blending and segmenting cont</li> <li>• Set 1 - Ditties</li> <li>• Know sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, z, x,</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Continue a rhyming string.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<u>Letters and Sounds</u> <b>Spring 1 - Phase 3</b> <ul style="list-style-type: none"> <li>• Set 6: j, v, w, x</li> <li>• Set 7: y, z, zz, qu</li> <li>• Consonant digraphs: ch, sh, th, ng</li> </ul> <b>Spring 2 - Phase 3</b> <ul style="list-style-type: none"> <li>• Vowel digraphs: ai, ee, igh, oa, oo, ar, or</li> </ul>	<u>Read Write Inc</u> <ul style="list-style-type: none"> <li>• Set 1 - Red</li> <li>• Know sounds ck, ng, nk, qu, th, ss, ll, fftt,zz</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<u>Letters and Sounds</u> <b>Summer 1 - Phase 3</b> <ul style="list-style-type: none"> <li>• Vowel digraphs: ur, ow, oi, er</li> <li>• Trigraphs: ear, air, ure</li> </ul> <b>Summer 2- Phase 4</b> <ul style="list-style-type: none"> <li>• Adjacent consonants:                             <ul style="list-style-type: none"> <li>• delete phoneme from a given word e.g. say clip, now say it again without /c/</li> <li>• add a phoneme to a word e.g. say top, now say it again with /s/ in front of it</li> <li>• CVCC sets 1-7 letters: went, help, tent, belt</li> <li>• CCVC sets 1-7 letters: from, stop, spot, frog, step, plan</li> <li>• CCVCC sets 1-7 letters: stand, crisp, trend, trust, spend, glint</li> </ul> </li> <li>• Polysyllabic words:                             <ul style="list-style-type: none"> <li>• divide spoken words into syllables</li> <li>• delete a syllable from a word e.g. say blackboard, then say board.</li> </ul> </li> </ul>	<u>Read Write Inc</u> <ul style="list-style-type: none"> <li>• Set 2 – Green/ Purple</li> <li>• Know sounds ay, ee, igh, ow, oo, oo,</li> </ul>



# Literacy: Termly Milestones



## Decoding and Word Reading (3/3)

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
Year 1	Aut		<u>Letters and Sounds</u> <b>Autumn 1</b> <ul style="list-style-type: none"><li>• Revisit Phase 4</li><li>• Phase 5<ul style="list-style-type: none"><li>• Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned</li><li>• Teach new graphemes for reading</li><li>• Learn new phoneme /zh/ in words such as treasure</li></ul></li></ul>	<u>Read Write Inc</u> <ul style="list-style-type: none"><li>• Set 2 – Orange</li><li>• Know sounds: ar, or, air, ir, ou, oy, -ing, -ed, -</li></ul>



# Literacy: Termly Milestones



## Reading Comprehension (1/2)

N2	Aut	<ul style="list-style-type: none"> <li>Identify objects in story tray/story sack related to core texts.</li> <li>Can make comments on what happens in core text once this has been read repeatedly.</li> </ul>	
	Spr	<ul style="list-style-type: none"> <li>Asks questions about books.</li> <li>Makes comments while reading books</li> <li>Shares own ideas about the book e.g.: if child likes/dislikes book, what happens in the story, if a part of the story is funny/scary.</li> <li>Make comments and ask questions about characters from a story (e.g.: during 'hot seating' activity).</li> </ul>	
	Sum	<ul style="list-style-type: none"> <li>Show understanding of core texts by bringing in storyline into pretend play.</li> <li>Recognise familiar signs in the setting. E.g.: snack, peg, door.</li> </ul>	
N3-4	Aut	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Understand the first of five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>names of the different parts of a book</li> </ul> </li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Be able to talk about familiar books:                             <ul style="list-style-type: none"> <li>Sit and listen to a story</li> <li>Answer simple questions about what they have heard</li> </ul> </li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>
	Spr	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (Suggest how a story might end; Join in repeated refrains from stories; Make simple predictions; Retell a familiar story).</li> <li>Use vocabulary in their play, that reflects their experiences of books.</li> </ul>
	Sum	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book (Begin to talk about the features and purpose of non-fiction texts)</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary:                             <ul style="list-style-type: none"> <li>key events, characters and setting from familiar stories.</li> <li>answer who, what and where questions from stories.</li> </ul> </li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>



# Literacy: Termly Milestones



## Reading Comprehension (2/2)

Reception	Aut	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Answer 'what' questions related to a story</li> <li>• Answer who, what and where questions about a book.</li> <li>• Sequence the main events in a story.</li> <li>• Retell the main events in a story.</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> </ul>
	Spr	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Record and retell stories in simple ways: story maps, role play, retelling.</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Make simple predictions about what will happen next when reading or listening to a text.</li> <li>• Answer why and how stories about a text .</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Understand and use new vocabulary introduced through non-fiction texts and stories.</li> </ul>
	Sum		<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.-<i>Link events in a story to their own experiences.</i></li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>
Year 1	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>		



# Literacy: Termly Milestones



## Writing (1/2)

N2	Aut	<ul style="list-style-type: none"> <li>• Has a sensory approach to mark making</li> <li>• Will use hands, feet and body to make marks.</li> <li>• Sometimes uses mark making tools e.g.: sticks, feathers, pens.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Draws freely either in sensory play, outside or using mark making equipment.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Can identify their name at the top of each piece of work written by an adult.</li> <li>• Add marks to some drawings and give meaning e.g.: 'that says Mummy'.</li> <li>• Children make marks on work to stand for their name.</li> </ul>
N3-4	Aut	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing.                             <ul style="list-style-type: none"> <li>• tell an adult about the marks they make</li> </ul> </li> <li>• Write <b>some</b> of their name.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• 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; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• 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; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>



# Literacy: Termly Milestones



## Writing (2/2)

Reception	Aut	<ul style="list-style-type: none"> <li>• Write their first name without a reference</li> <li>• Orally plan a sentence for an adult to scribe</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.                             <ul style="list-style-type: none"> <li>• write the correct initial sounds of words</li> <li>• write the correct initial sounds of words / write CVC words using the sounds they have been taught</li> </ul> </li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.                             <ul style="list-style-type: none"> <li>• write CVC/ CCVC/CVCC words using the sounds they have been taught</li> </ul> </li> <li>• Create a simple narrative using vocabulary introduced through a text.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Form lower-case and capital letters correctly.</li> </ul>
Year 1	Aut	<ul style="list-style-type: none"> <li>• Developing Vocabulary &amp; Sentences (<i>Beegu</i>)</li> <li>• Writing Short Narratives (<i>The Lonely Beast</i>)</li> <li>• Writing Narratives (<i>Ralph Tells a Story</i>)</li> </ul>



# Mathematics: Overview



Nursery 2	<ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Climb and squeezing selves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>
Nursery 3 - 4	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• 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'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>

Reception	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>
ELG	<p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>





# Mathematics: Termly Milestones



## Number (1/4)

		Counting and Subitising	Comparing Number	Numerical Patterns
N2	Aut	<p><b>Counting Behaviours</b></p> <ul style="list-style-type: none"> <li>Participates in number rhymes.</li> <li>Sometimes points to objects as they 'count'.</li> <li>Points to characters in a story and make sounds.</li> <li>Can spontaneously recite number names, sometimes missing out numbers e.g.: '1, 2, 4, 5'</li> </ul> <p><b>Sorting Behaviours</b></p> <ul style="list-style-type: none"> <li>Can place items into sets e.g.: put all the red items in a basket.</li> </ul>	<p><b>Developing vocabulary</b></p> <ul style="list-style-type: none"> <li>Uses 'more', 'lots' and 'same' to describe amounts.</li> <li>Can compare visually without counting items.</li> </ul>	
	Spr	<p><b>Counting Behaviours</b></p> <ul style="list-style-type: none"> <li>Starts to show counting behaviours in everyday contexts e.g: lunchtime and tidy up time.</li> <li>Repeats modelled counting language.</li> <li>Developing more accuracy when reciting number names.</li> <li>Can recite a small selection of number rhymes with some support.</li> </ul> <p><b>Sorting Behaviours</b></p> <ul style="list-style-type: none"> <li>Can attempt to count how many items in a set.</li> <li>Can think of own ways to sort items into sets (e.g.: colour, type of animal, large/small)</li> </ul>	<p><b>Developing vocabulary</b></p> <ul style="list-style-type: none"> <li>Notices changes in amount in a group and can make comments using key vocabulary learnt e.g.: 'all gone', 'more bears'.</li> </ul>	
	Sum	<p><b>Counting Behaviours</b></p> <ul style="list-style-type: none"> <li>Can count items in different arrangements and know there are the same number of objects in a set. (Irrelevance principle)</li> <li>Recites numbers to 5, usually with accuracy.</li> <li>Physically point at or touch each object in turn when counting (one-to-one correspondence).</li> </ul>	<p><b>Developing vocabulary</b></p> <ul style="list-style-type: none"> <li>Link vocabulary to real life situation e.g.: 'we need one more plate for lunch'.</li> </ul>	



# Mathematics: Termly Milestones



## Number (2/4)

		Counting and Subitising	Comparing Number	Numerical Patterns
N3-4	Aut	<p><b>Match and Sort</b></p> <ul style="list-style-type: none"> <li>• Begin to sort objects according to colour, size or shape.</li> </ul> <p><b>Link numerals and amounts/Counting:</b></p> <ul style="list-style-type: none"> <li>• Showing the right number of objects to match the numeral for 1 and 2.</li> <li>• Recite numbers to 5</li> <li>• Begin to show 'finger numbers' up to 5 when joining number songs and rhymes</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Recite numbers beyond 5</li> <li>• Subitise small groups of objects.</li> </ul>		
	Spr	<p><b>Match and Sort</b></p> <ul style="list-style-type: none"> <li>• Find and match objects which are the same.</li> <li>• Sort objects according to different criteria.</li> <li>• Sort the same set of objects according to different criteria.</li> </ul> <p><b>Link numerals and amounts/Counting:</b></p> <ul style="list-style-type: none"> <li>• Show 'finger numbers' up to 5 when joining number songs and rhymes</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>		
	Sum	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('perceptual subitising').</li> <li>• Say when the number is the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> </ul>	



# Mathematics: Termly Milestones



## Number (3/4)

	Counting and Subitising	Comparing Number	Numerical Patterns
Aut	<p><b>Match and Sort</b></p> <ul style="list-style-type: none"> <li>Find and match objects that are the same.</li> <li>Sort objects according to colour, size or shape.</li> </ul> <p><b>Recognising 123 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 1,2 and 3</li> <li>Match number names we say to numerals and quantities</li> <li>Count up to 3 objects in different arrangements by touching</li> <li>Use their own mark making to represent 1, 2 and 3</li> </ul> <p><b>Recognise a set of 4 and 5 objects by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 4 and 5</li> <li>Match number names we say to numerals and quantities.</li> <li>Count up to 4 and 5 objects in different arrangements by touching</li> <li>Use their own mark making to represent 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Use the vocabulary <i>fewer</i>, the <i>same</i> and <i>more</i>.</li> </ul> <p><b>Compare 123:</b></p> <ul style="list-style-type: none"> <li>Understand that as we count, each number is one more than the one before.</li> <li>Understand that as we count back, each number is one less than the one before.</li> <li>Make comparisons between groups of 1, 2 and objects.</li> </ul> <p><b>Explore 1 more or 1 less than numbers to 5:</b></p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.to 5</li> <li>To compare groups of identical of objects using accurate mathematical vocabulary</li> <li>To compare groups of objects that are arranged differently and with objects of different sizes</li> </ul>	<p><b>Composition of 1,2 and 3:</b></p> <ul style="list-style-type: none"> <li>Explore and notice the different compositions of 2 and 3.</li> </ul>
Spr	<p><b>Recognise 6 and 7 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 6 and 7</li> <li>Count up to 6 and 7 objects in different arrangements by touching</li> <li>Match number names we say to numerals and quantities.</li> <li>Use their own mark making to represent 6 and 7</li> </ul> <p><b>Recognise 6 and 7 by counting or subitising:</b></p> <ul style="list-style-type: none"> <li>Explore the composition of 6 and 7</li> </ul> <p><b>Recognise and represent 8 and 9:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 8 and 9</li> <li>Match number names we say to numerals and quantities.</li> </ul> <p><b>Recognise and represent 10:</b></p> <ul style="list-style-type: none"> <li>Identify representations of 10</li> <li>Match number names we say to numerals and quantities.</li> </ul>	<p><b>Compare numbers to 5:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between groups of 0-5 objects.</li> <li>Use the number name zero and numeral 0 accurately.</li> <li>To compare groups identical of objects and of objects that are arranged differently and with objects of different sizes.</li> </ul> <p><b>Compare numbers to 10:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between groups of 0-10 objects by counting and comparing where they fall in the counting order</li> <li>Make comparisons between groups of objects by lining them up next to each other.</li> </ul>	<p><b>Composition of number:</b></p> <ul style="list-style-type: none"> <li>Explore and notice the different compositions of 4 and 5.</li> <li>Explore the composition of 6 and 7</li> <li>Explore the composition of 8 and 9</li> <li>Begin to explore the composition of 10</li> </ul> <p><b>Number Bonds to 10:</b></p> <ul style="list-style-type: none"> <li>Explore number bonds to 10 using real objects</li> <li>Find how many more to make 10</li> </ul>
Sum	<p><b>Count beyond 10:</b></p> <ul style="list-style-type: none"> <li>Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure.</li> <li>Count beyond 10 using number tracks.</li> <li>Spot patterns in 2-digit numbers.</li> </ul> <p><b>Link the number symbol (numeral) with its cardinal number value.</b></p> <ul style="list-style-type: none"> <li>Recognise numerals 0-10.</li> <li>Accurately count sets of objects to 10.</li> <li>Match sets of objects or actions with the correct numeral.</li> </ul>	<p><b>Comparing numbers to 10:</b></p> <ul style="list-style-type: none"> <li>Divide numbers into equal groups.</li> <li>Use 'the same' to describe identical sized groups.</li> </ul>	<p><b>Continue explore the composition of numbers to 10:</b></p> <ul style="list-style-type: none"> <li>Partition and recombine sets.</li> </ul> <p><b>Automatically recall number bonds:</b></p> <ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0–5.</li> <li>Use visual models such as a 10's/ fingers frame to identify how many more to make numbers 0-10.</li> <li>Recall number bonds to 10.</li> </ul>

# Mathematics: Termly Milestones



## Number (4/4)

	Counting and Subitising	Comparing Number	Numerical Patterns
Year 1	<p><b>In the National Curriculum for Year 1:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals</li> <li>Count in multiples of twos, fives and tens</li> <li>Identify and represent numbers using objects and pictorial representations including the number line</li> <li>Read and write numbers from 1 to 20 in numerals and words</li> </ul>	<p><b>In the National Curriculum for Year 1:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Given a number, identify one more and one less</li> <li>Use the language of: equal to, more than, less than (fewer), most, least</li> </ul>	<p><b>In the National Curriculum for Year 1:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>



# Mathematics: Termly Milestones



## Shape, Space and Measure (1/3)

		Position and Direction	Measure	Pattern	Shape and Space
N2	Aut			<ul style="list-style-type: none"> <li>Observes naturally occurring patterns</li> <li>Follow patterns of movements</li> </ul>	<ul style="list-style-type: none"> <li>Can create a tower with stacking cups.</li> <li>Puts stacking cups back inside each other.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>Can climb 'up' and 'down' a ladder on a vocal or visual instruction.</li> <li>Can place teddy 'inside' or 'outside' a box on a vocal or visual instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Describe sizes of objects using words 'big/small'.</li> <li>Describe height of objects using 'high/low'.</li> <li>Describe mass of objects using 'heavy/light'.</li> </ul>	<ul style="list-style-type: none"> <li>Can copy a simple pattern modelled by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Can select a container to fit a certain object.</li> <li>Climbs into a variety of different types of spaces.</li> <li>Can complete a simple inset puzzle.</li> </ul>
	Sum		<ul style="list-style-type: none"> <li>Compare sizes of objects when provided with objects with a marked difference in size and height.</li> <li>Use bucket scales to weigh objects.</li> <li>Use bucket scales to decide which object is heavier/lighter.</li> </ul>	<ul style="list-style-type: none"> <li>Recreate patterns observed in real life or in pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Can build tower and select blocks of appropriate size and shape.</li> </ul>
N3-4	Aut	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," – with visual cues.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> </ul>	<ul style="list-style-type: none"> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Notice and talk about shapes in environment.</li> <li>Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</li> </ul>
	Spr		<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>Describe a familiar route using spatial words.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Understand and use positional language through words alone.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>		



# Mathematics: Termly Milestones



## Shape, Space and Measure (2/3)

		Position and Direction	Measure	Pattern	Shape and Space
Reception	Aut		<ul style="list-style-type: none"> <li>Compare and order objects according to their size.</li> <li>Use mathematical language to describe size</li> </ul> <p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>Compare length using appropriate mathematical vocabulary</li> </ul> <p><b>Time and Sequencing:</b></p> <ul style="list-style-type: none"> <li>Use time related vocabulary to talk about their day</li> </ul>	<ul style="list-style-type: none"> <li>Copy, continue and create simple repeating patterns.</li> <li>Explore AB patterns in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Find 2D shapes within 3D shapes.</li> </ul>
	Spr		<p><b>Compare length, weight, and capacity:</b></p> <ul style="list-style-type: none"> <li>Compare mass using appropriate mathematical vocabulary.</li> <li>Compare the capacity of different containers.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about patterns in the environment.</li> <li>spatial reasoning skills.</li> <li>Copy and continue repeating patterns with varying rules (including AB, ABB and ABBC)</li> </ul>	<p><b>Rectangles and Squares:</b></p> <ul style="list-style-type: none"> <li>Recognise shapes in everyday objects and the environment.</li> <li>Describe some properties of rectangles and squares</li> </ul> <p><b>Shape and Spatial Reasoning:</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>
	Sum		<p><b>Compare length, weight and capacity.</b></p> <ul style="list-style-type: none"> <li>Use comparative language accurately.</li> <li>Make a reasonable estimate about capacity.</li> <li>Make a reasonable estimate about length of something. (non-standard units such as footsteps)</li> </ul>	<ul style="list-style-type: none"> <li>Continue and create repeating patterns with varying rules (including AB, ABB and ABBC)</li> </ul>	<ul style="list-style-type: none"> <li>Copy complex 2D pictures with 3D resources</li> </ul> <p><b>Compose and decompose shapes</b></p> <ul style="list-style-type: none"> <li>Investigate how shapes can be combined to make new shapes.</li> <li>Identify shapes within shapes.</li> <li>Predict what shapes they will make when paper is folded.</li> </ul>



# Mathematics: Termly Milestones



## Shape, Space and Measure (3/3)

	Position and Direction	Measure	Pattern	Shape and Space
Year 1		<p><b>In the National Curriculum for Year 1:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half], mass/weight [for example, heavy/light, heavier than, lighter than], capacity and volume [for example, full/empty, more than, less than, half, half full, quarter), time [for example, quicker, slower, earlier, later] Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>		<p><b>In the National Curriculum for Year 1:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] and 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</li> <li>• Describe position, direction and movement, including whole, half, quarter and threequarter turns</li> </ul>



# Understanding the World: Overview



	The Natural World	Past and Present	People, Culture and Communities
N2	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>		<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>
N3/4	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Understand the key features of the life cycle of a plant and animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Talk about differences between materials and changes they notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Rec	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family/community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Draw information from a simple map.</li> <li>• Understand that places are special to people in their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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/</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>





# Understanding the World: Milestones



## Natural World

	Environmental Science	Forces & Motion
N2	<ul style="list-style-type: none"> <li>• Experience different natural phenomena in own setting or on visits.</li> <li>• Uses senses to explore natural world around them.</li> <li>• Talk about changes in the weather.</li> <li>• Help to look after plants in a class garden.</li> </ul> <p><b>NB:</b> At this age and stage, children’s focus is primarily on their own development, rather than the wider world as they start to develop their own independence and make sense of the world around them.</p>	<ul style="list-style-type: none"> <li>• Use their senses to explore materials with different properties.</li> <li>• Enjoy exploring natural materials.</li> <li>• Repeat actions again and again.</li> <li>• Observe effects when actions are repeated.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>• Use their senses in hands on exploration of natural materials, including grass, mud, rock, water, and sand.</li> <li>• Sort clothing to wear and dress appropriately for a range of different types of weather, including sunny, rainy, windy and snowy.</li> <li>• Describe natural phenomena related to weather, including puddles when it rains, shadows in the daytime, and rainbows where there is sunshine and rain.</li> <li>• Observe and name processes of melting and freezing.</li> <li>• Identify that certain animals live in different habitats and environments.</li> <li>• Plant seeds and look after growing plants with support, recognising the fact that plants need (at least) water and light to grow.</li> <li>• Match animals to their young and name a range of farm animals.</li> <li>• Describe the simple life cycles of some animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their senses in hands on exploration.</li> <li>• Describe and sort materials as artificial (man-made) or natural.</li> <li>• Explore and sort objects as to ones that float and sink in water.</li> <li>• Explore and talk about different forces they can feel, including pushes and pulls and magnetic attraction and repulsion.</li> <li>• Sort collections of materials – including plastic, wood and fabric – with similar and/or different properties.</li> <li>• Use vocabulary such as hard, soft, rough, smooth, shiny or dull to describe materials.</li> <li>• Explore what happens when materials and objects are placed in water, including materials that will dissolve in or absorb water.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Identify the differences in wildlife that we see and the weather patterns in spring and winter.</li> <li>• Identify a range of animals, including insects and spiders that live in habitats around the school.</li> </ul> <p><b>Explore, make observations, and ask questions about the natural world, gaining a developing understanding of important processes and changes they observe.</b></p>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel when exploring forces and materials.</li> <li>• Talk about changes they observe e.g. melting and freezing, cooking.</li> </ul> <p><b>Use accurate vocabulary to describe the properties of materials and talk about forces they have experienced.</b></p>



# Understanding the World: Milestones



## Past and Present

	Family and Community	Change and Historical Importance
N2	<ul style="list-style-type: none"> <li>• Explore small world families and link to core text <i>Owl Babies</i>.</li> <li>• Talk about members of their family and photographs with them in.</li> </ul> <p><b>NB:</b> At this age and stage, children’s focus is primarily on their own development, rather than the wider world as they start to develop their own independence and make sense of the world around them.</p>	<ul style="list-style-type: none"> <li>• Talk about days of special importance to themselves e.g.: their birthday.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>• Say who lives in their house.</li> <li>• Name their immediate family</li> <li>• Mimic familiar adults engaged in everyday tasks</li> <li>• Talk about roles of the adults they live with</li> <li>• Name and talk about their extended family</li> <li>• Talk freely about family and home life, including routines and customs.</li> <li>• Show an interest in occupations linked to transport and farms.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how they have changed from being a baby.</li> <li>• Say how children and adults are different.</li> <li>• Recall special times, such as birthdays they remember in their life.</li> <li>• Say how many years old they are.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Talk about the occupations of people they live with.</li> <li>• Name and talk about their extended family.</li> <li>• Discuss different occupations of family members and people who are known to them.</li> <li>• Ask questions to find out more about different occupations.</li> </ul> <p><b>Talk confidently about the lives of their immediate and extended family, and people who are important to them in their community.</b></p>	<ul style="list-style-type: none"> <li>• Comment on historical characters they see in books.</li> <li>• Distinguish between past and present when looking at photographs, objects and books.</li> <li>• Talk about similarities and difference between past and present when looking at photographs of their locality.</li> <li>• Use vocabulary such as now, then, before, after and a long time ago.</li> <li>• Compare images of a historical monarch (Queen Elizabeth I and/or Queen Victoria) and Queen Elizabeth II.</li> </ul> <p><b>Compare characters, places and objects from the past, sharing similarities and differences that they notice.</b></p>



# Understanding the World: Milestones



## People, Culture and Communities

	Geography	Religion & Worldviews
N2	<ul style="list-style-type: none"> <li>Identify unfamiliar environments through play and in core texts.</li> <li>Begin to speak about unfamiliar environments from their immediate surroundings.</li> </ul> <p><b>NB:</b> At this age and stage, children's focus is primarily on their own development, rather than the wider world as they start to develop their own independence and make sense of the world around them.</p>	<ul style="list-style-type: none"> <li>Talk about experiences in their own lives.</li> <li>Start to understand when there are special days such as celebrations.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>Tell you something about where they live <i>e.g the number of their house, the street where they live, something that is near their house.</i></li> <li>Locate the UK on a globe.</li> <li>Locate the North Pole and South Pole on a globe.</li> <li>Locate Africa on a globe.</li> <li>Talks about features of their immediate environment and compare this to different environments, including the Serengeti [grassland in Africa] and the Congo Basin [tropical rainforest in Africa].</li> </ul>	<ul style="list-style-type: none"> <li>Talk about recent experiences in their own lives and those close to them.</li> <li>Talk about how they celebrate special days such as their birthday.</li> <li>Know there are differences between different individuals and families.</li> <li>Develop positive attitudes about differences between people.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Use geographical vocabulary, including beach, hill, forest, river, sea, village, town and city to describe environments.</li> <li>Locate Kenya on a globe.</li> <li>Understand that a map is a drawing from above.</li> <li>Give and interpret locations and directions using prepositional and directional language like bigger, smaller, nearer, further [but not left and right].</li> <li>Use simple picture maps and oblique aerial photographs (taken from diagonally above) to identify familiar features and use a basic set of symbols and key.</li> </ul> <p><b>Talk about and compare their immediate environment and different environments they have been taught about, using some accurate geographical vocabulary.</b></p>	<ul style="list-style-type: none"> <li>Talk about what they celebrate.</li> <li>Comment on pictures of festivals celebrated by others.</li> <li>Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.</li> </ul> <p><b>Develop positive attitudes to the similarities and differences between different religious and cultural communities in this country and join in shared celebrations.</b></p>



# Expressive Arts & Design: Overview



<b>Nursery 2</b>	<ul style="list-style-type: none"> <li>• Show attention to sounds and music.</li> <li>• Respond emotionally and physically to music when it changes.</li> <li>• Move and dance to music.</li> <li>• Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>• Explore their voices and enjoy making sounds.</li> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• 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.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>
<b>Nursery 3-4</b>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>

<b>Reception</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>ELG</b>	<p><b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>



# Expressive Arts & Design: Milestones



## Art & Design

	Drawing and Painting	Media and Materials
N2	<ul style="list-style-type: none"> <li>• Start to show an interest in making marks</li> <li>• Sometimes give meaning to the marks they make.</li> <li>• Experiment with paint using fingers and other parts of their bodies</li> <li>• Start to use tools such as wide brushes to explore paint.</li> <li>• Mark make with 'found objects', e.g.: a stick in the mud.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in modelling.</li> <li>• Explores different materials ('junk' as well as blocks, clay, fabric).</li> <li>• Use imagination to decide what they can do with different materials.</li> <li>• Enjoy feeling materials with different textures.</li> <li>• Can attempt to join two different materials together when offered appropriate tools and joining methods.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>• Use pre-made paints and names colours.</li> <li>• Represent familiar objects through independent drawing and painting.</li> <li>• drawing</li> <li>• Experiment with colour mixing.</li> <li>• Draw circles and lines.</li> <li>• Create closed shapes using horizontal and vertical lines.</li> <li>• Draw simple faces with features.</li> <li>• Show different emotions in their pictures.</li> <li>• Represent movement and sounds in their pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy junk modelling.</li> <li>• Explore printing using different objects.</li> <li>• Join different materials using glue.</li> <li>• Talk about what the materials look and feel like.</li> <li>• Join materials together using sellotape.</li> <li>• Use junk modelling to create own representations of objects/people.</li> <li>• Choose different materials for different effects.</li> <li>• Use different cut materials to make a simple image.</li> <li>• Use objects or tools to print a pattern or image with support.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Select colours appropriately for a task.</li> <li>• Know how to mix primary colours to make secondary colours.</li> <li>• Add white or black paint to alter tint or shade</li> <li>• Add detail to drawings and paintings.</li> <li>• Draw an object from careful observation talking about the features they have included.</li> </ul> <p><b>Produce paintings and drawings that include detail and effective use of colour. Share their creations, talking about how they have created effects.</b></p>	<ul style="list-style-type: none"> <li>• Print or collage independently to create a pattern or image.</li> <li>• Make props to use in their role-play and small world play.</li> <li>• Combine different techniques to create a picture.</li> <li>• Evaluate and adapt their work.</li> <li>• Explain how they created something, talking about the materials and techniques they have used.</li> </ul> <p><b>Confidently select and use variety of materials, tools and techniques independently, explain their choices, and evaluate their work.</b></p>



# Expressive Arts & Design: Milestones



## Music, Movement & Pretend Play

	Music and Movement	Pretend Play
N2	<ul style="list-style-type: none"> <li>• Show attention to sounds and music</li> <li>• Respond emotionally and physically when music changes.</li> <li>• Sing some songs and rhymes.</li> <li>• Listen to a wide range of nursery rhymes and songs.</li> <li>• Explore a range of instruments and play them in different ways.</li> <li>• Create noises with 'found objects' e.g.: a stick on the fence.</li> <li>• Recognise songs for key parts of the daily routine.</li> <li>• Take part in actions during familiar rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore the difference between pretend and real.</li> <li>• Will engage in pretend play when modelled by practitioners.</li> </ul>
N3-4	<ul style="list-style-type: none"> <li>• Respond to music with movement.</li> <li>• Join in with some nursery rhymes or favourite songs and poems.</li> <li>• Sing nursery rhymes and simple songs from memory.</li> <li>• Explore the sounds made by different instruments.</li> <li>• Sing in a loud or quiet voice.</li> <li>• Recognise high and low pitch and match the pitch sung by another.</li> <li>• Sing their own songs or improvise a song around one they know.</li> <li>• Listen and respond to different genres of music.</li> <li>• Play instruments with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>• Play with small world toys</li> <li>• Join in role-play based on their own experiences</li> <li>• Introduce simple narrative to their small world and role-play</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Suggest a movement to match a piece of music.</li> <li>• Perform songs as part of a group.</li> <li>• Perform songs, music and dance in groups and on their own.</li> <li>• Move in time to music</li> <li>• Play an instrument along to a song,</li> <li>• Listen attentively, move to and talk about music they hear.</li> <li>• Watch and talk about dance, expressing their feelings and responses.</li> </ul> <p><b>Sing a range of songs from memory, increasingly matching the pitch and following the melody. Create simple sequences on movement in response to movement.</b></p>	<ul style="list-style-type: none"> <li>• Retell parts of a familiar story using of puppets, toys, small-world or role-play.</li> <li>• Create their own small worlds.</li> <li>• Use experiences and stories to develop storylines.</li> <li>• Use imagination to develop own storylines.</li> <li>• Take on different roles in pretend play.</li> <li>• Take part in a simple role play 'acting out' of a known story.</li> <li>• Create more complex narratives in their pretend play, building on the contributions of their peers.</li> </ul> <p><b>Use their imagination and draw on their experiences of narrative to create stories in their pretend play in collaboration with others.</b></p>



# Overview of EYFS Medium Term Plans



	Nursery 2	Nursery 3-4		Reception
		Cycle A	Cycle B	
Autumn	It's Good To Be Me	Marvellous Me	Look at Me!	Me and my World
	Colour	It's Getting Cold Outside	Bears	My Heroes
	Winter	Polar Express	Special Days	Standing Ovation
Spring	Buildings and Homes	On the Move	Toys	Castles, Knights and Dragons
	Dinosaurs	On the Farm	Food Glorious Food	Spring in Our Step
Summer	Water	Once Upon a Time 1	Once Upon a Time 2	Where We Live
	What's Outside?	All Creatures Great and Small 1	All Creatures Great and Small 2	Science Detectives





# PSED: Medium-Term Plans

	Self Regulation	Managing Self	Building Relationships
Nursery 2	<p><b>It's Good To Be Me</b> Use mirrors to explore different emotions</p> <p><b>Winter</b> Use winter-themed feely bag and take turns to describe what is inside.</p> <p><b>Buildings and Homes 1</b> Explore feelings through story – happy/sad.</p> <p><b>Water 2</b> Reenact <i>Mr Gumpy</i> story and explore feeling words.</p>	<p><b>It's Good To Be Me</b> Opportunities for dramatic play.</p> <p><b>Colours</b> Play turn taking activities.</p> <p><b>Dinosaurs 2</b> Pass dinosaur egg around circle with care.  When do we have to be gentle?</p> <p><b>Water 1</b> Activities which promote independence</p> <p><b>What's Outside 1</b> Children take responsibility for their own plant.</p>	<p><b>It's Good To Be Me</b> Creating a class picture as a group.</p> <p><b>Colours</b> Discuss preferences and favourites.</p> <p><b>Buildings and Homes 1</b> Pretend play to act out story with other children.</p> <p><b>Buildings and Homes 2</b> Discuss theme of playing together through stories.</p> <p><b>Dinosaurs 1</b> Pretend play in dinosaur area.</p> <p><b>Water 2</b> Create a class boat.</p> <p><b>What's Outside 2</b> Read <i>'Monkey Puzzle'</i> and discuss unique characteristics of each animal.</p>
Nursery 3-4 (Cycle A)	<p><b>'It's Getting Cold Outside</b> <i>'The Cloudspotter,'</i> by Tom McLaughlin (Feelings of others). Rules for shape walk.</p> <p><b>Polar Express</b> <i>'Lost and Found'</i> by Oliver Jeffers and discuss how the characters feel throughout the story.</p> <p><b>Once Upon a Time 1</b> Explore feelings through stories – frightened, sad, frustrated.</p> <p><b>All Creatures Great and Small 1</b> Transition activities.</p>	<p><b>Polar Express</b> Circle time game. Performance for parents. Winter clothing activity.</p> <p><b>On the Move</b> Talk to a small group about their special person.</p> <p><b>On the Farm</b> Look after chicks and care for environment. 5 a day – fruit and vegetables.</p> <p><b>All Creatures Great and Small 1</b> Transition activities.</p>	<p><b>Marvelous Me</b> <i>I Don't Want to be Small</i> by Laura Ellen Anderson, <i>A Splendid Friend Indeed</i> by Suzanne Bloom. <i>Hello Friend</i> by Rebecca Cobb.</p> <p><b>'It's Getting Cold Outside</b> Special friend picture. Build shelter in pairs.</p> <p><b>On the Move</b> Build vehicles from large construction materials. Negotiate roles to pretend play journeys.</p> <p><b>Once Upon a Time 1</b> <i>Caring for Grandma.</i></p> <p><b>All Creatures Great and Small 1</b> Conflict resolution.</p>







# PSED: Medium-Term Plans

	Self Regulation	Managing Self	Building Relationships
Nursery 3 - 4 (Cycle B)	<p><b>Bears</b> - <i>'Where's My Teddy?'</i> by Jez Alborough – identify how the characters are feeling in the story. Talk about own bear.</p> <p><i>'We're Going on a Bear Hunt'</i> by Michael Rosen – creating feelings bubbles.</p> <p><b>Special Days</b> - <i>'Santa Post'</i> by Emma Yarlett. How did Amy feel about her present? Relate to own experiences.</p> <p>What makes children surprised, excited, miserable?</p> <p><b>Toys</b> - <i>Harry and the Dinosaurs</i> and the <i>Bucketful of Stories</i> by Ian Whybrow. Explore feelings of loss.</p> <p><b>Once Upon a Time 2</b> - Explore feelings through stories – frightened, sad, frustrated.</p> <p><b>All Creatures Great and Small 2</b> - Transition activities.</p>	<p><b>Look at me!</b> - <i>All About Me</i> book.</p> <p><b>Bears</b> - Rules for large equipment.</p> <p><b>Special Days</b> - Performance for parents. Talk about ways to keep warm in winter. (<i>clothes/eating/moving around/warm drinks</i>). Discuss <i>Mama, Do You Love Me?</i> by Barbara Jooisse. How did the Inuit family keep warm?</p> <p><b>Toys</b> - Talk about favourite toys.</p> <p><b>Food Glorious Food</b> - <i>'The Little Red Hen'</i> and discuss helping others. Look after chicks and flowers/vegetables they have planted. Make a salad/ healthy picnic baskets.</p> <p><b>All Creatures Great and Small 2</b> - Transition activities.</p>	<p><b>Look at me!</b> - Learning friends' names games. Play with 1 other child in construction or small world.</p> <p><b>Bears</b> - Work in pairs to make caves and dens for the bears.</p> <p><b>Toys</b> - Build flying machines from large construction materials. Negotiate roles to pretend play journeys.</p> <p><b>All Creatures Great and Small 2</b> - Conflict resolution.</p>
Reception	<p><b>My Heroes</b> - Explore emotions through the book, <i>'The Colour Monster'</i> by Anna Llenas. <i>'Tough Guys Have Feeling too'</i> by Keith Negley. Identify possible feelings that our superheroes in our stories may have felt. When do they feel sad, scared, happy, excited?</p> <p><b>Where We Live</b> - Listen to <i>'Ravi's Roar'</i> by Tom Percival. Discuss the emotions they feel and how to manage those emotions.</p> <p><b>Science Detectives</b> - Set a simple goals for Y1.</p> <p><i>'Ruby's Worry'</i> by Tom Percival. Make links to their own experiences.</p>	<p><b>Me and My World</b> - <i>'Marvellous Me: Inside and Out.'</i> by Lisa Bullard. Describe self in positive terms. Engage in the sharing of books and discussion about healthy lifestyles.</p> <p><b>Castles, Knights and Dragons</b> - Listen to stories that include brave and not so brave knights. Talk about what it means to be brave.</p> <p><b>Spring in Our Step</b> - Listen to the story, <i>'The Empty Pot'</i> by Demi. Share when they have tried their best? Do you always succeed?</p> <p><b>Where We Live</b> - <i>'The Selfish Crocodile'</i> by Faustin Charles. Talk about what changes the crocodile's behaviour. Discuss the need for rules.</p>	<p><b>A Standing Ovation</b> - <i>'Eight Candles to Light (A Chanukah story)'</i>– Jonny Zucker. Play the dreidel game, taking turns to play. Circle time discussion about celebrations.</p> <p><b>Castles, Knights and Dragons</b> - <i>'The Dragon and the Nibblesome Knight'</i> by Ella Woolard and Benji Davis. Circle time to talk about their special friend. What do they like to do together? Paired construction tasks.</p>
Y1	<p><b>Schools' PHSE and Relationships Education, Relationships and Sex Education (RSE) and Health Education scheme of work.</b></p>		



# Physical Development: Medium-Term Plans



## Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
N2	<b>What's Outside</b> Navigating corners and uneven ground using tricycles and/or scooters.	<b>Dinosaurs 2</b> – Dinosaur obstacle course, throw ball.	<b>It's Good To Be Me</b> - Sing action rhymes and songs <b>Colours</b> – Explore movement with coloured scarves <b>What's Outside</b> – Animal action songs.	<b>It's Good To Be Me</b> Create woodland den with spaces/containers. <b>Buildings and Homes 1</b> Obstacle course based on The Three Bears.	<b>Buildings and Homes 1</b> Building site role play using large construction <b>Water 1</b> Lifting and carrying buckets of water.
N3-4 (Cycle A)	<b>On the Move</b> Roadways, traffic lights game. <b>On the Farm</b> Role-play with tractors.	<b>All Creatures Great and Small 1</b> Preparation and taking part in Sport's Day.	<b>Marvelous Me</b> - 'Follow my Leader', 'Simon Says.' 'Musical Statues' <b>It's Getting Cold Outside</b> - Squirrel nut hunt. <b>Polar Express</b> - Snowman movement. <b>On the Move</b> - Traffic lights game. <b>On the Farm</b> - Explore movements in texts. <b>All Creatures Great and Small 1</b> - 'We're Going on a Lion Hunt.'	<b>Once Upon a Time 1</b> Obstacle course to Grandma's house.	<b>Marvelous Me</b> 'Follow my Leader', 'Simon Says.' <b>It's Getting Cold Outside</b> Safely move equipment for den building. Choose materials for the den. <b>Once Upon a Time 1</b> Set up obstacle course.
N3-4 (Cycle B)	<b>Toys</b> Games on wheeled toys. <b>Food Glorious Food</b> Use wheeled toys are farm vehicles.	<b>All Creatures Great and Small 2</b> Preparation and taking part in Sport's Day.	<b>Look at me!</b> - Play 'Body Match', 'Follow my Leader' and 'Musical Statues.' <b>Bears</b> - 'We're Going on a Bear Hunt' movement. Obstacle course. <b>Special Days</b> - Snowman movement. <b>Toys</b> - Traffic lights game. <b>All Creatures Great and Small 2</b> - "Walking Through the Jungle.'	<b>Once Upon a Time 2</b> Hansel and Gretel obstacle course.	<b>Look at me!</b> Play 'Body Match' game in pairs. <b>Bears</b> Safely move equipment for obstacle course and den building. <b>Once Upon a Time 2</b> Hansel and Gretel obstacle course.
Reception		<b>Where We Live</b> Play group games that involve rolling, pushing and kicking balls. <b>Science Detectives</b> Play games in pairs and small groups that involve throwing and catching balls, aiming at targets, and using bats.	<b>Me and My World</b> - <i>The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</i> <b>My Heroes</b> - Superhero movement. <b>A Standing Ovation</b> - Firework movement. <b>Spring in Our Step</b> - Beans game.	<b>Castles, Knights and Dragons</b> Use apparatus in different ways.	<b>Me and My World</b> Expectations are shared and agreed. Follow instructions as new routines are introduced. <b>Castles, Knights and Dragons</b> Build castles with large construction.
Y1	<b>NC Year 1-</b> Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.				



# Physical Development: Medium-Term Plans



## Fine Motor

	Using Mark Making Tools	Manipulating other Tools and Materials	Dressing
N2	<p><b>Colours</b> – Spray liquid colours on canvases.</p> <p><b>Winter</b> – Winter themed craft activities</p> <p><b>Dinosaurs 1</b> – Add enhancements to playdough area</p> <p><b>Dinosaurs 2</b> – Dinosaur egg making, paint with paintbrushes.</p> <p><b>What's Outside</b> – Moving pen attached to safari car.</p>	<p><b>It's Good To Be Me</b> - Use finger puppets to explore characters</p> <p><b>Colours</b> – Rainbow spaghetti tuff spot</p> <p><b>Buildings and Homes 1</b> – Using bricklaying tools in play 'cement'</p> <p><b>Buildings and Homes 2</b> – Cleaning muddy toy. Creating an iced biscuit.</p> <p><b>Water 1</b> – Pouring water</p> <p><b>Water 2</b> – Activities with water beads.</p> <p><b>What's Outside</b> – Planting and watering seeds/plants.</p>	<p><b>Winter</b> – Dressing teddy for seasons.</p>
N3 - 4 (Cycle A)	<p><b>On the Move</b> – Making tracks.</p> <p>See writing opportunities in Literacy planning.</p>	<p><b>Marvelous Me</b> - Collage faces</p> <p><b>On the Farm</b> - Using cutlery to prepare and eat meals with fruit and vegetables.</p> <p><b>Once Upon a Time 1</b> - Playdough gingerbread men.</p>	<p><b>Polar Express</b> – Dressing in winter clothes</p>
N3 - 4 (Cycle B)	<p><b>Toys</b> – Making tracks with toy vehicles.</p> <p>See writing opportunities in Literacy planning.</p>	<p><b>Look at Me!</b> - Playdough faces.</p> <p><b>Food Glorious Food</b> - Preparing and eating fruit salad.</p> <p><b>Once Upon a Time 2</b> - Playdough gingerbread house.</p>	<p><b>Special Days</b> – Dressing in winter clothes</p>
Reception	<p>See writing opportunities in Literacy planning.</p>	<p><b>My Heroes</b> - Chop vegetables for vegetable soup. Hammer nails into vegetables.</p> <p><b>A Standing Ovation</b> - Make Diwa lamps. Make decorations.</p> <p><b>Castles, Knights and Dragons</b> - Playdough dragons. Moving dragon eggs with tweezers. Decorate crowns.</p> <p><b>Spring in our step</b> - Moving beans.</p> <p><b>Where We Live</b> - Ping pong football.</p>	
Y1	<p><b>NC Year 1 Handwriting.</b> Pupils should be taught to sit correctly at a table; hold a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		



# Art & Design: Medium-Term Plans



	Drawing and Painting	Media and Materials
N2	<p><b>Colours</b> - Sensory paint play. Mark making using rainbow paper.</p> <p><b>Winter</b> - Painting with sticks/leaves linked to Stickman.</p> <p><b>Buildings and Homes 2</b> - Driving vehicles through paint/mud creating different tracks.</p>	<p><b>It's Good To Be Me</b> - Sponge/finger painting – Owl Babies.</p> <p><b>Colours</b> - Printing using fruit halves.</p> <p><b>Winter</b> - Printing with natural materials, experimenting with colours.</p> <p><b>Buildings and Homes 2</b> - Working together to create the Three Little Pigs houses (brick, stick and straw).</p> <p><b>Water 1</b> – Creating Mr Gumpy's boat using junk modelling.</p> <p><b>What's Outside</b> – Transient art using natural materials/leaf rubbings.</p>
N3-4 (Cycle A)	<p><b>Marvellous Me</b> - Self portraits.</p> <p><b>Once Upon a Time 1</b> - Pig themed drawings using continuous vertical and horizontal lines, and anti-clockwise circles to enclose space. Draw pictures of the Gingerbread Man using drawing to represent blowing or running.</p> <p><b>All Creatures Great and Small 1</b> - Creating Tinga Tinga paintings and drawings of African animals.</p>	<p><b>It's Getting Cold Outside</b> - Create textured animal pictures, selecting their own materials. Add bedding and shelters for the hibernating animals.</p> <p><b>Polar Express</b> - Make a snow and ice collages.</p> <p><b>Once Upon a Time 1</b> - Create textured house for the pigs.</p>
N3-4 (Cycle B)	<p><b>Look at Me</b> - Self portraits.</p> <p><b>Special Days</b> - Colour mixing.</p> <p><b>Food Glorious Food</b> - Mix the colours and shades they need to paint/print vegetables.</p> <p><b>Once Upon a Time 2</b> – Bear-themed pictures creating closed shapes. Use drawing to represent running, falling and splashing.</p> <p><b>All Creatures Great and Small 2</b> - Jungle animal pictures.</p>	<p><b>Look at Me (Autumn)</b> - Make a photo frame.</p> <p><b>Bears</b> - Create textured bear pictures.</p> <p><b>Special Days</b> - Make Christmas decorations, cards and wrapping paper.</p> <p><b>Food Glorious Food</b> - Make pictures using food.</p> <p><b>Once Upon a Time 2</b> - Make a textured scarecrow troll.</p>
Reception	<p><b>Me and My World</b> - Detailed self-portrait using a choice of materials.</p> <p><b>Castles, Knights and Dragons</b> - Textured dragon pictures.</p> <p><b>Spring in Our Step</b> - <i>The Extraordinary Gardner</i> pictures. Colour mixing butterfly pictures. Observational drawings.</p>	<p><b>My Heroes</b> Create their own superhero vegetable using printing and collage materials.</p> <p><b>Spring in Our Step</b> - <i>The Extraordinary Gardner</i> pictures.</p> <p><b>Science Detectives</b> - Skeleton collage. Fingerprint pictures based on <i>Tree</i> by Patricia Hegarty</p>
Year 1	See information in <a href="#">United Learning Art &amp; Design Curriculum</a> .	



# Religion & Worldviews: Medium-Term Plans



N2	<p><b>It's Good To Be Me</b> Explore small world families and link to core text 'Owl Babies' and own families.</p> <p><b>Dinosaurs 1</b> Talk about photographs from their weekend with their families.</p>
N3-4 (Cycle A)	<p><b>Marvelous Me</b> Find out about different kinds of families.</p> <p><b>Polar Express</b> Talk about places in the world that have snow and ice all year. Look at books about the Inuit people.</p> <p><b>All Creatures Great and Small 1</b> African village/ safari</p>
N3-4 (Cycle B)	<p><b>Look at Me!</b> Find out about different kinds of families. Special Days Guru Nanak's birthday. Special celebrations.</p> <p><b>All Creatures Great and Small 2</b> African jungle</p>
Reception	<p><b>A Standing Ovation</b> Diwali/ Hannukah/Eid/ Christmas Castles, Knights and Dragons Chinese New Year</p> <p><b>Where We Live</b> Homes around the World</p> <p><b>Science Detectivities</b> Handa's Surprise</p>
Year 1	<p>See information in <a href="#">United Learning Religion &amp; Worldviews Curriculum</a>.</p>



# Music: Medium-Term Plans

N2	<p><b>It's Good to Be Me</b> Sing nursery rhymes and songs.</p> <p><b>Winter</b> Sing and encourage actions to favourite nursery rhymes and songs.</p> <p><b>Dinosaur Roar 2</b> Creating sensory experiences through sound to recreate noises a dinosaur might make. Experiment with different ways of moving like dinosaurs.</p> <p><b>What's Outside 2</b> Perform 'Walking in the Jungle' to an audience. Watch videos of animals moving and recreate.</p>
N3 - 4 (Cycle A)	<p><b>Polar Express</b> Perform simple songs as part of a short performance.</p> <p><b>On the Move</b> Use percussion instruments to make the rhythm of the train as it travels.. Make up their own verses to <i>The Wheels on the Bus</i>.</p> <p><b>All Creatures Great and Small 1</b> Respond to and talk about African music.</p>
N3 - 4 (Cycle B)	<p><b>Special Days</b> Perform simple songs as part of a short performance for parents.</p> <p><b>Toys</b> Explore different ways of moving. Use percussion instruments to match the rhythm. Make up verses to known songs and rhymes.</p> <p><b>All Creatures Great and Small 2</b> Respond to music with dance, movement and playing instruments.</p>
Reception	<p><b>A Standing Ovation</b> Match firework movements to classical music. Rama and Sita song. Christmas performance.</p> <p><b>Castles, Knights and Dragons</b> Sing and perform nursery rhymes.</p> <p><b>Science Detectives</b> Listen to a range of African music; traditional drumming, highlife and reggae. Watch performances of African dance. Create sequences of movement.</p> <p><b>Where We Live</b> Listen to and learn simple songs from different countries</p>

