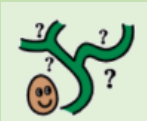



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| EYFS areas of learning and development | <div> <div> <h2>Cedar pathway</h2> <div>   </div> <p>Assessment class - Early steps</p> </div> </div> | | |
| Curriculum cycle 2024-2025 - Pupils are generally working between 3 - 24 months | | | |
| | CL: Communication and Language <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | PD: Physical Development <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with</p> | PSE: Personal, Social & Emotional Development <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> |

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| | | | | feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | |
| | Listening and attention | Understanding | Speaking | Moving and handling | Health and self-care | Self-confidence Self-awareness | Managing feelings and behaviour | Making Relationships |
| 16-26 months | <ul style="list-style-type: none"> - Listens to and enjoys rhythmic patterns in rhymes and stories. - Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. - Rigid attention - may appear not to hear. | <ul style="list-style-type: none"> - Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. - Understands simple sentences. | <ul style="list-style-type: none"> - Copies familiar expressions. - Beginning to put two words together. - Uses different types of everyday words. Nouns, verbs, adjectives. - Beginning to ask simple questions. - Beginning to talk about people and things that are not present. | <ul style="list-style-type: none"> - Walks upstairs holding hand of adult. - Comes downstairs backwards on knees. - Beginning to balance blocks to build a tower. - Makes connections between their movement and their movement and the masks they make. | <ul style="list-style-type: none"> - Develops own likes and dislikes in food and drink. - Willing to try new food textures tastes. - Holds cup with both hands and drinks without much spilling. - Clearly communicates wet or soiled nappy or pants. - Show some awareness of bladder and bowel urges. - Shows awareness of what a potty or toilet is used for. - Shows a desire to help with dressing/undressing and hygiene routines. | <ul style="list-style-type: none"> - Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. - Gradually able to engage in pretend play with toys. - Demonstrates sense of self as an individual (independence) | <ul style="list-style-type: none"> - Is aware of others' feelings, looks concerned if hears crying or looks excited if hears a familiar happy voice. - Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle. - Responds to a few appropriate boundaries, with encouragement and support. - Begins to learn that some things are theirs, some things are shared, and some things belong to other people. | <ul style="list-style-type: none"> Plays alongside others. - Uses a familiar adult as a secure base from which to explore independently in new environments. - Plays cooperatively with a familiar adult. |
| 22-36 months | <ul style="list-style-type: none"> - Listens with interest to the noises adults make when they read stories. - Recognises and responds to | <ul style="list-style-type: none"> - Identifies action words by pointing to the right picture. - Understands more complex sentences. | <ul style="list-style-type: none"> - Uses language as a powerful means of widening contacts, sharing, feelings, | <ul style="list-style-type: none"> - Runs safely on whole foot. - Squats with steadiness to rest or play with object on the ground, and rises to feet | <ul style="list-style-type: none"> - Feeds self competently with spoon. - Drinks well without spilling | <ul style="list-style-type: none"> Separates from main carer with support and encouragement from familiar adult. | <ul style="list-style-type: none"> - Seeks comfort from familiar adults when needed. - Can express their own feelings such as sad, happy, | <ul style="list-style-type: none"> Interested in others' play and starting to join in. - Seeks out others to share experiences. |

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| | <p>many familiar sounds.</p> <p>-Shows interest in playing with sounds, songs and rhymes.</p> <p>- Single channelled attention. Can shift to a different task if attention fully obtained.</p> | <p>- Understands; who', 'what', 'where' in simple sentences.</p> <p>- Developing understanding of simple concepts</p> | <p>experiences and thoughts.</p> <p>- Holds a conversation, jumping from topic to topic.</p> <p>- Learns new words very rapidly and is able to use them in communicating.</p> <p>- Uses gestures, sometimes with limited talk.</p> <p>- Uses a variety of questions.</p> <p>- Uses simple sentences.</p> <p>- Beginning to use word endings</p> | <p>without using hands.</p> <p>-Climbs confidently and is beginning to pull themselves up on climbing equipment.</p> <p>- Can kick a large ball.</p> <p>- Turns pages in a book, sometimes several at once.</p> <p>- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>- Beginning to use three fingers to hold writing tools.</p> <p>- Imitates drawing simple shapes such as circles and lines.</p> <p>- Walks upstairs/downstairs holding a rail two feet per step.</p> <p>- May be beginning to show preference for dominant hand.</p> | <p>-Clearly communicates their need for potty or toilet.</p> <p>- Beginning to recognise danger and seeks support of significant adults for help.</p> <p>- Helps with clothing</p> <p>- Beginning to be independent in self-care, but still often needs adult support.</p> | <p>- Expresses own preferences and interests.</p> | <p>cross, scared and worried.</p> <p>- Responds to the feelings and wishes of others.</p> <p>- Aware that some actions can hurt or harm others.</p> <p>- Tries to help or give comfort when others are distressed.</p> <p>- Shows understanding and cooperates with some boundaries and routines.</p> <p>- Can inhibit own actions/behaviours</p> <p>- Growing ability to distract self when upset.</p> | <p>- Shows affection and concern for people who are special to them.</p> <p>- May form a special friendship with another child</p> |
| 30-50 months | <p>- Listens to others one to one or in small groups, when conversation interests them.</p> <p>-Listens to stories with increasing</p> | <p>- Understands use of objects.</p> <p>- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or</p> | <p>- Beginning to use more complex sentences to link thoughts.</p> <p>- Can retell a simple past event in correct order.</p> | <p>-Moves freely and with pleasure and confidently in a range of ways</p> <p>-Mounts stairs, steps or climbing equipment using alternate feet.</p> | <p>- Can tell adults when hungry or tired or when they want to rest or play.</p> <p>- Observes the effects of activity on their bodies.</p> | <p>- Can select and use activities and resources with help.</p> <p>- Welcomes and values praise for what they have done.</p> | <p>- Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>- Begins to accept the needs of others and can</p> | <p>- Can play in a group, extending and elaborating play ideas.</p> <p>- Initiates play, offering cues to peers to join them.</p> |

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| | <p>attention and recall.</p> <ul style="list-style-type: none"> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Focusing attention - still listen or do, but can shift own attention. - Is able to follow directions (if not intently focused on own choice of activity). | <p>selecting correct picture.</p> <ul style="list-style-type: none"> - Responds to simple instructions. - Beginning to understand 'why' and 'how' questions. | <ul style="list-style-type: none"> - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questions why things happen and gives explanations. - Uses a range of tenses. - Uses intonation, rhythm and phrasing to make the meaning clear to others. - Uses vocabulary focussed on objects and people that are important to them. - Builds up vocabulary that reflects the breadth of their experiences. - Uses talk in pretending that objects stand for something else in play. | <ul style="list-style-type: none"> - Walks down stairs carrying a small object. - Runs skilfully, negotiating space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot - Can catch a large ball - Draws lines and circles using gross motor movements. - Uses one-handed tools and equipment - Holds pencil between thumb and two fingers not whole hand. - Holds pencil near point between first two fingers and thumb and uses it with good control. - Can copy some letters | <ul style="list-style-type: none"> - Understands that equipment and tools have to be used safely. - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. - Can usually manage washing and drying hands. - Dresses with help. | <ul style="list-style-type: none"> - Enjoys responsibility of carrying out small tasks. - Is more outgoing towards unfamiliar people and more confident in new social situations. - Confident to talk to other children when playing, and will communicate freely about own home and community. - Shows confidence in asking for help. | <p>take turns and share resources, sometimes with support from others.</p> <ul style="list-style-type: none"> - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. - Can usually adapt behaviour to different events, social situations and changes in routine. | <ul style="list-style-type: none"> - Keeps play going by responding to what others are saying or doing. - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
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| 40-60 months | <ul style="list-style-type: none"> - Maintains attention, concentrates and sits quietly during appropriate activity. - Two-channelled attention - can listen and do for short span. | <ul style="list-style-type: none"> - Responds to instructions involving a two-part sequence. - Understands humour. - Able to follow a story without pictures or props. - Listens and responds to ideas expressed by others in conversation or discussion. | <ul style="list-style-type: none"> - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play. | <ul style="list-style-type: none"> - Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space successfully when playing racing and chasing games with other children adjusting speed/changing direction. - Travels with confidence and skill around, under, over, balancing and climbing. - Shows increasing control over an object - Uses simple tools to effect changes to materials. - Handles tools and objects with increasing control. - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines - Begins to form recognisable letters | <ul style="list-style-type: none"> - Eats a healthy range of foodstuffs and understands need for variety. - Usually dry and clean during the day - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Shows understanding of how to transport and store equipment safely. - Practices some appropriate safety measures without direct supervision. | <ul style="list-style-type: none"> - Confident to speak to others about own needs, wants, interests and opinions. - Can describe self in positive terms and talk about abilities. | <ul style="list-style-type: none"> - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. - Aware of the boundaries set, and of behavioural expectations in the setting. - Beginning to be able to negotiate and solve problems without aggression. | <ul style="list-style-type: none"> - Initiates conversations, attends to and takes account of what others say. - Explains own knowledge and understanding, and asks appropriate questions of others. - Takes steps to resolve conflicts with other children. |
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| | | | | - Uses a pencil and holds it effectively to form recognisable letters correctly formed. | | | | |
| Early Learning Goals | <ul style="list-style-type: none"> - Children listen attentively in a range of situations. - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. - They give their attention to what others say and respond appropriately, while engaged in another activity. | <ul style="list-style-type: none"> - Children follow instructions involving several ideas or actions. - They answer 'how' and 'why' questions about their experiences and in response to stories or events. | <ul style="list-style-type: none"> - Children express themselves effectively, showing awareness of listeners' needs. - They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. - They develop their own narratives and explanations by connecting ideas or events. | <ul style="list-style-type: none"> - Children show good control and co-ordination in large and small movements. - They move confidently in a range of ways, safely negotiating space. - They handle equipment and tools effectively, including pencils for writing. | <ul style="list-style-type: none"> - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | <ul style="list-style-type: none"> - Children are confident to try new activities, and say why they like some activities more than others. - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. - They say when they do or don't need help. | <ul style="list-style-type: none"> - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. - They work as part of a group or class, and understand and follow the rules. - They adjust their behaviour to different situations, and take changes of routine in their stride | <ul style="list-style-type: none"> - Children play co-operatively, taking turns with others. - They take account of one another's ideas about how to organise their activity. - They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. |
| | Literacy Development | | Mathematical Development | | Understanding the World | | Expressive Arts & Design | |
| | Subject links: English | | Subject links: Maths | | Subject links: Science, Computing, Geography, History, RE | | Subject links: Music, Art, Design Technology | |
| | <i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions:</i> | | <i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks</i> | | <i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and</i> | | <i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is</i> | |

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| | <i>language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i> | | <i>to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i> | | <i>range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i> | | | <i>important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i> | |
| | Reading | Writing | Numbers | Shape ,Space & Measure | People and Communities | The World | Technology | Exploring and using Media and materials | Being imaginative |
| 16-26 months | - Interested in books and rhymes and may have favourites. | | - Knows that things exist, even when out of sight. - Beginning to organise and categorise objects - Says some counting words randomly | - Attempts, sometimes successfully, to fit shapes into spaces on insert boards or jigsaw puzzles. - Uses blocks to create their own simple structures and arrangements. | - Is curious about people and shows interest in stories about themselves and their family. | - Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, | - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. | - Begins to move to music, listen to or join in rhymes or songs. - Notices and is interested in the effects of making movements which leave marks. | - Expresses self through physical action and sound. - Pretends that one object represents another, especially when objects have characteristics in common. |

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| | | | | <ul style="list-style-type: none"> - Enjoys filling and emptying containers - Associates a sequence of actions with daily routines. - Beginning to understand that things might happen 'now'. | <ul style="list-style-type: none"> - Enjoys pictures and stories about themselves, their families and other people. | <ul style="list-style-type: none"> mouthling, pulling, turning and poking. - Remembers where objects belong. - Matches parts of objects that fit together, e.g. puts lid on teapot. | <ul style="list-style-type: none"> - Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. | | |
| 22-36 months | <ul style="list-style-type: none"> - Has some favourite stories, rhymes, songs, poems or jingles. - Repeats words or phrases from familiar stories. - Fills in missing word or phrase in a known rhyme, story or game. | <ul style="list-style-type: none"> - Distinguishes between the different marks they make. | <ul style="list-style-type: none"> - Selects a small number of objects from a group when asked. - Recites some number names in sequence. - Creates and experiments with symbols and marks representing ideas of numbers. - Begins to make comparisons between qualities. - Uses some language of quantities, such as 'more' and 'a lot' - Knows that a group of things | <ul style="list-style-type: none"> - Notices simple shapes and patterns in pictures. - Beginning to categorise objects according to properties such as shape or size. - Begins to use the language of size. - Understands some talk about immediate past and future, e.g. 'before', 'later', or 'soon'. - Anticipates specific time-based events such as mealtimes, home time | <ul style="list-style-type: none"> - Has a sense of own immediate family and relations. - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. - Beginning to have their own friends. - Learns that they have similarities | <ul style="list-style-type: none"> - Enjoys playing with small-world models such as a farm, garage or a train track. - Notices detailed features of objects in their environment. | <ul style="list-style-type: none"> - Seeks to acquire basic skills in turning on and operating some ICT equipment. - Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. | <ul style="list-style-type: none"> - Joins in singing favourite songs. - Creates sounds by banging, shaking, tapping or blowing. - Shows an interest in the way musical instruments sounds. - Experiments with blocks, colours and marks. | <ul style="list-style-type: none"> - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me' - Beginning to make-believe by pretending. |

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| | | | changes in quantity when something is added or taken away. | | and differences that connect them to, and distinguish them from, others. | | | | |
| 30-50 months | <ul style="list-style-type: none"> - Enjoys rhyming and rhythmic activities. - Shows awareness of rhyme and alliteration. - Recognises rhythm in spoken words - Listens to joins in with stories and poems, one-to-one and also in small groups. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Beginning to be aware of the way stories are structured. | <ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places. | <ul style="list-style-type: none"> - Uses some number names and number language spontaneously. - Uses some number names accurately in play. - Recites numbers in order to 10. - Knows that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Sometimes matches numeral and quantity correctly. - Shows curiosity about numbers by | <ul style="list-style-type: none"> - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Uses positional language. - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements - Shows interest in shapes in the environment. - Uses shapes appropriately for tasks. - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' | <ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to them. - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family or friends. - Shows interest in different occupations and ways of life. - Knows some of the things that | <ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, | <ul style="list-style-type: none"> - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. | <ul style="list-style-type: none"> - Enjoys joining in with dancing and ring games. - Sings a few familiar songs. - Beginning to move rhythmically. - Imitates movement in response to music. - Taps out simple repeated rhythms. - Explores and learns how sounds can be changed. - Explores colour and how colours can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Beginning to be interested in and describe the texture of things. | <ul style="list-style-type: none"> - Developing preferences for forms of expression. - Uses movement to express feelings. - Creates movement in response to music. - Sings to self and makes up simple songs. - Makes up rhythms. - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. - Engages in imaginative role-play based on own first-hand experiences. - Builds stories around toys. |

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| | <ul style="list-style-type: none"> - Suggests how the story might end. - Listens to stories with increasing attention and recall. - Describes main story settings, events and principal characters. - Shows interest in illustrations and print in books and print in the environment. - Recognises familiar words and signs such as own name and logos. - Looks at books independently. - Handles books carefully. - Knows information can be relayed in the form of print. - Holds books the correct way up and turns pages. - Knows that print carries meaning and, in | | <ul style="list-style-type: none"> offering comments or asking questions. - Compares two groups of objects, saying when they have the same number. - Shows an interest in number problems - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same - Shows an interest in numerals in the environment. - Shows an interest in representing numbers. - Realises not only objects, but anything can be counted, including steps, claps or jumps. | | <ul style="list-style-type: none"> make them unique, and can talk about some of the similarities and differences in relation to friends or family. | <ul style="list-style-type: none"> decay and changes over time. - Shows care and concern for living things and the environment. | <ul style="list-style-type: none"> - Knows that information can be retrieved from computers. | <ul style="list-style-type: none"> - Uses various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance. - Realise tools can be used for a purpose. | <ul style="list-style-type: none"> - Uses available resources to create props to support role-play. - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
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| | English, is read from left to right and top to bottom. | | | | | | | | |
| 40-60 months | <ul style="list-style-type: none"> - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Enjoys an increasing range of books | <ul style="list-style-type: none"> - Gives meaning to marks they make as they draw, write and paint. - Begins to break the flow of speech into words. - Continues a rhyming string. - Hears and says the initial sounds in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | <ul style="list-style-type: none"> - Recognise some numerals of personal significance. - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item - Counts actions or objects which cannot be moved. - Counts objects to 10, and beginning to count beyond 10. - Counts out up to six objects from a larger group. - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. - Counts an irregular arrangement of up to ten objects. | <ul style="list-style-type: none"> - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. - Selects a particular named shape. - Can describe their relative position such as 'behind' or 'next to'. - Orders two or three items by length or height. - Orders two items by weight or capacity. - Uses familiar objects and common shapes to create and recreate patterns and build models. - Uses everyday language related to time. - Beginning to use everyday language related to money. - Orders and sequences familiar events. | <ul style="list-style-type: none"> - Enjoys joining in with family customs and routines. | <ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. | <ul style="list-style-type: none"> - Completes a simple program on a computer - Uses ICT hardware to interact with age-appropriate computer software. | <ul style="list-style-type: none"> - Begins to build a repertoire of songs and dances. - Explores the different sounds of instruments. - Explores what happens when they mix colours. - Experiments to create different textures. - Understands that different media can be combined to create new effects. - Manipulates materials to achieve a planned effect. - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. - Selects appropriate resources and adapts work where necessary. | <ul style="list-style-type: none"> - Create simple representations of events, people and objects. - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. - Chooses particular colours to use for a purpose. - Introduces a storyline or narrative into their play. - Plays alongside other children who are engaged in the same theme. - Plays cooperatively as part of a group to develop and act out a narrative. |

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| | <ul style="list-style-type: none"> - Knows that information can be retrieved from books and computers. | <ul style="list-style-type: none"> - Writes own name and other things such as labels, captions. - Attempts to write short sentences in meaningful contexts. | <ul style="list-style-type: none"> - Estimates how many objects they can see and checks by counting them - Uses the language of 'more' and 'fewer' to compare two sets of objects - Finds the total number of items in two groups by counting all of them. - Says the number that is one more than a given number. - Finds one more or one less from a group of up to five objects, then ten objects. - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. - Records, using marks that they can interpret and explain. - Begins to identify own | <ul style="list-style-type: none"> - Measures short periods of time in simple ways. | | | | <ul style="list-style-type: none"> - Selects tools and techniques needed to shape, assemble and join materials they are using. | |
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| | | | mathematical problems based on own interests and fascinations. | | | | | | |
| Early Learning Goals | <ul style="list-style-type: none"> - Children read and understand simple sentences. - They use phonic knowledge to decode regular words and read them aloud accurately. - They also read some common irregular words. - They demonstrate understanding when talking with others about what they have read. | <ul style="list-style-type: none"> - Children use their phonic knowledge to write words in ways which match their spoken sounds. - They also write some irregular common words. - They write simple sentences which can be read by themselves and others. - Some words are spelt correctly and others are phonetically plausible. | <ul style="list-style-type: none"> - Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. - Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. - They solve problems, including doubling, halving and sharing. | <ul style="list-style-type: none"> - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. - They explore characteristics of everyday objects and shapes and use mathematical language to describe them. - Recognise, create and describe patterns. | <ul style="list-style-type: none"> - Children talk about past and present events in their own lives and in the lives of family members. - They know that other children don't always enjoy the same things, and are sensitive to this. - They know about similarities and differences between themselves and others, and among families, communities and traditions. | <ul style="list-style-type: none"> - Children know about similarities and differences in relation to places, objects, materials and living things. - They talk about the features of their own immediate environment and how environments might vary from one another. - They make observations of animals and plants and explain why some things occur, and talk about changes. | <ul style="list-style-type: none"> - Children recognise that a range of technology is used in places such as homes and schools. - They select and use technology for particular purposes. | <ul style="list-style-type: none"> - Children sing songs, make music and dance, and experiment with ways of changing them. - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | <ul style="list-style-type: none"> - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

