



St Albert the Great Catholic Primary School

EYFS progression from FS1 entry to end of FS2



RELIGIOUS EDUCATION				
Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Recognise they are part of a family, and that families love and care for each other	<ul style="list-style-type: none"> Listen to a range of Bible stories and recall some details Join in with collective worship Join in with daily worship songs, copying some of the actions and singing some of the words Learn our morning and end of day prayer Recognise that Jesus is the light of our world and that he loves us Know that we are part of a school family and church family and love each other as a family does Copy the sign of the cross when the adult shares prayer time Know Mary is Jesus' mother Recognise our Church and learn that it is a special place where God's family gather Engage in Godly play Name special times in our faith eg. Christmas and Easter 	<p>Children should be able to name the Bible as our special book, and recognise that Jesus is important. They can name Mary as Jesus' Mother, and can recall some of the stories they have heard such as the Christmas story.</p> <p>Children will be familiar with Our church and begin to recognise Our Priest in photos, possibly naming him. Children take an active role in collective worship, setting up the daily prayer area showing respect and care and join in with our worship action songs.</p> <p>Name special times in our faith eg. Christmas and Easter</p>	<ul style="list-style-type: none"> Understand the meaning of some of the Catholic Liturgical Colours – purple, green, red and white/gold show some understanding of special times including Lent and Advent Make the sign of the cross correctly Sit quietly and join in with responses to prayers Recall more detail of a variety of Bible stories, especially those for special times including Easter, Pentecost and Christmas Know that prayer is when we talk to Jesus and is a special time Engage in Godly play Become familiar with simple sections of scripture Learn about key figures in the history of the people of God Understand and use key religious words appropriately 	(See Below)
END OF KEYSTAGE AT1 Expectations	<p>Listen to and talk about religious stories and respond to what they hear with relevant comments.</p> <p>Sing songs, make music and dance to express religious stories.</p> <p>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</p> <p>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</p> <p>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</p> <p>Read and understand simple sentences from scripture or from their own religious stories</p> <p>Share religious stories they have heard and read with others.</p> <p>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and religious stories.</p> <p>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</p> <p>Listen, talk about and role play how people act in a particular way because of their beliefs.</p> <p>Listen and talk about key figures in the history of the People of God.</p> <p>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</p> <p>Listen, talk about and role play how people behave in the local, national and universal church community.</p> <p>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</p> <p>Decode key religious words appropriate to their age and stage of development.</p> <p>Use key religious words appropriate to their age and stage of development</p> <p>Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.</p>			
AT2 - Engagement and response	<p>Show sensitivity to others' needs and feelings.</p> <p>Talk about how they and others show feelings.</p> <p>Confidently speak in a familiar group and talk about their ideas.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Give their attention to what others say and respond appropriately.</p> <p>Talk about their own and others' behaviour and its consequences.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy and share the same feelings and are sensitive to this.</p>			

COMMUNICATION AND LANGUAGE					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Speaking	<p>Children to use at least 4 to 6 words in sentence. They may jump from topic to topic when having a conversation and they may be beginning to use word endings such as going and plurals eg cats</p> <p>Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j</p>	<ul style="list-style-type: none"> Use a wider range of language from stories and books they have heard Use 6 or more words in a sentence and begin to use longer sentences with connectors (eg and, because, but) Have a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Use 6 or more words in a sentence and begin to use longer sentences with connectors Pronounce many sounds correctly with the exception of some that children may still find difficult (including r, j, th, ch, and sh) Use plural words and a range of tenses although some may not be correct grammar Use talk to explain what is happening and anticipate what might happen next 	<p>They are using sentences of four to six words and can use sentences joined up with words like ‘because’, ‘or’, ‘and’ and use talk to organise their play. Children are using the future and past tense in speech as well as plurals, and can answer simple ‘why’, ‘who’ and ‘when’ questions. Children are using intonation in speech to make meanings clear to others and they can retell simple past events and stories with sequences in the right order. Children can engage in simple conversation with an adult or friend</p>	<ul style="list-style-type: none"> continue to develop their vocabulary Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG)</p>
Listening, attention and understanding	<p>Children shift from one task to another if you get their attention. Using the child’s name</p> <p>Listen to simple stories and shows some understanding of what is happening, with the help of the pictures</p> <p>Understand simple instructions like “give to mummy” or “stop”.</p> <p>understand simple questions and instructions like: who’, ‘what’ and ‘where’ follow instructions with three key words</p>	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Show an understanding of the use of objects eg scissors for cutting Listen to longer stories and remember parts, showing increasing attention and understanding, and can retell parts accurately Join in with stories, rhymes and poems with repeating phases Understand ‘why’ questions To talk about familiar books To tell a story verbally. Express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions. 	<p>Children show interest in stories and can pay attention, retelling parts of a story accurately after hearing it a few times. Children are able to follow instructions with more elements eg, ‘give me the big ball, collect the bricks and put them in the box’ and listen to others in small groups and in conversations when it is of interest to them. Children can understand simple why, where and when questions. They can express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. 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 Engage in story times Listen to and talk about stories to build familiarity and understanding Listen carefully to rhymes and songs, paying attention to how they sound and learn new ones Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Follow a story without pictures Begin to understand humour Show an understanding of how to hold a conversation Listens and responds to others in conversations, taking account of what they say and views and ideas they express. 	<p>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 (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</p>

PHYSICAL DEVELOPMENT					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Fine Motor – Pencil grip/control	<p>Holds scissors, often with both hands, learning to open and close the blades</p> <p>Children can pick up objects with thumb and one finger (pincer grip) such as bricks off the floor and balances blocks to build a small tower.</p> <p>They may hold mark-making tools in fist grip of and makes marks with limited control. Engage in mark making activities - Makes marks and scribbles on paper</p>	<ul style="list-style-type: none"> Opens/closes blades (not ready to use them on paper yet) Starts snipping paper (not moving forward with the scissors but making small snips) Snips paper moving forward Uses helping hand to hold and help to guide the paper (non-dominant hand) hold one-handed tools with one hand and uses them with control, such as hammering with a play hammer Thread small objects, such as beads, on to a string Hold mark making tools with all fingers with hand pointing downwards, then progress to a 'beaky fingers' grip. Draw vertical and horizontal lines with mark making tools, and then large circles. Develop ability to create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw faces with features, eyes, nose and mouth, and potato people (head with arms and legs) Use a dominant hand 	<p>Hold scissors correctly and Uses helping hand to hold and help to guide the paper (non-dominant hand) and cuts straight line (within ½ inch from the drawn line) with improving in accuracy.</p> <p>Has a dominant hand, and holds mark-making tools with three fingers in a tripod grip (beaky fingers) and makes marks with control – eg form simple person with head, body, arms and legs. Children are able to use 'beaky fingers' grip in a variety of activities, showing more strength – eg using pegs on a washing line They show more strength in hands eg can twist open a bottle, and take off lid of playdough pot</p>	<ul style="list-style-type: none"> Cut a curved line (a 1/4inch curved line, within 1/4inch from the line drawn) Cut a circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¾ inch) Cut a square shape Cut complex shapes, such as figures Copy some letters from name some of which resemble letter shapes Use anticlockwise movements and retrace vertical lines Use a pencil in a good grip and hold it effectively to form recognisable letters. Draw with detail creating pictures that closely resemble objects, people and buildings. – adding features to people such as shoes, hair, clothes. 	<p>Use a range of small tools, including scissors, paintbrushes and cutlery (ELG)</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</p> <p>Begin to show accuracy and care when drawing (ELG)</p>
	<p>Runs safely on whole foot</p> <p>Climbs up and down stairs with both feet on each step</p>	<ul style="list-style-type: none"> Jump with both feet leaving the ground Kick a stationary ball with increasing force and accuracy Balance on one foot and hold a position Throw a ball with increasing force and accuracy and can catch a ball with two hands Walk down stairs using alternate feet and can climb up and down from low and medium apparatus Move in different ways eg- Skipping, running, hopping, slithering, rolling, sliding Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow block Push and glide themselves along on a balance bike with increasing control Become adaptive movers – eg move in different ways across a plank Use large-muscle movements – eg wave a flag or streamer 	<p>Negotiates space when running, avoiding obstacles and is able to move in different ways showing some control and coordination. When using low apparatus, shows confidence, control and coordination</p> <p>Can move along on a balance bike accurately in a line. Children can catch a ball in 2 hands and kick a ball from stationary.</p>	<ul style="list-style-type: none"> Balance across a thin beam without support Jump off objects and land on 2 feet using hands to stabilise if necessary Travel with confidence and skill on, under, over, through balancing and climbing equipment Show increasing control over objects- patting, throwing, catching or kicking Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Show confidence when using a balance bike, weaving in and out of obstacles, gliding and pushing. Then Move to a pedal bike Work together to move large equipment Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions Combine different movements with ease and fluency. Develop overall body strength, balance, coordination and agility. Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling - running crawling - hopping walking - skipping jumping - climbing 	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (ELG)</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others (ELG)</p> <p>Confidently moving and controlling a balance bike around the playground avoiding obstacles, stopping and starting, gliding, showing readiness for a pedal bike</p>

PERSONAL SOCIAL AND EMOTIONAL DVERLOPMENT					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Self-Regulation	<p>Expresses positive feelings and negative feelings through actions and maybe with some words.</p> <p>May be beginning to show empathy for others – cry when others are crying, laugh when others are laughing</p> <p>Express preferences and decisions, asserting their own agenda, which can sometime be display as frustration of having to comply with others</p> <p>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.</p>	<ul style="list-style-type: none"> Recognise their own and name their own feelings – happy, sad, angry/cross, worried Understand gradually how others might be feeling. Showing empathy Recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to follow the rules of class Begin to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings Follow directions Focus attention on the carpet Realise they may need to wait if needs are not immediately met, and understands wishes may not always be met. Be familiar with how I learn and have an introduction to our BLP learning powers, and begin to associate them with learning 	<p>Children are becoming aware of others around them and how their behaviour affects others. They are developing the understanding that their needs may not be met immediately, and that they may need to wait.</p> <p>Children are aware of their own feelings, and can name some e.g happy, sad, angry, scared, and they are developing the awareness of the feelings of others and how behaviour choices, words and actions may make others feel. Children show empathy and consideration for others needs and feelings.</p> <p>Children are able to focus their attention for an increasing amount of time, and can stay on task on an adult led activity for around 15 minutes. They are able to follow instructions.</p>	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally How resilience and perseverance in the face of challenge. Imagining the consequences of her behaviour and decoding how to respond Manage their feelings more appropriately and tolerate situations in which their wishes cannot be met Set goals for themselves in CIL, PE and other learning, and work at achieving them Sit well, pay attention and focus during adult led sessions, following the instructions to complete work Work independently for short periods of time on adult set work, working to achieve the goals set using strategies they have been learning Be aware of behavioural expectations and knows what behaviour is appropriate in different situations and show this in their behaviour Know the impact of their behaviour, choices and words on others Make links with BLP learning powers and what skills they can use to achieve goals and challenges 	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p> <p>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. (ELG)</p>
Building relationships	<p>May need some encouragement and support leave carers. Play may be solitary or on own terms, sometimes interacting with others with similar interests</p>	<ul style="list-style-type: none"> Build a trusting relationship with adults in the class and peers and become more outgoing with unfamiliar people, in the safe context of their setting. Feel part of the class/school community Play with one or more other children, extending and elaborating play ideas Name feelings eg – happy, sad, angry, worried and link to facial expressions to talk about their feelings Understand gradually how others might be feeling. show empathy and consideration for others needs and feelings begin to seek out and invite others to play with them Cooperate and begin to take turns with others in simple games with some reminding from an adult 	<p>Children are aware of other children and making friends in the setting, some may have formed one particularly close friendship. Play with one or more other children, extending and elaborating play ideas</p> <p>Children are now happy to leave careers and come into class having formed good relationships with both adults and peers, and are beginning to practice their skills of assertion and negotiation.</p>	<ul style="list-style-type: none"> See themselves as a valuable individual. Be increasingly more cooperative and flexible towards others needs and views Resolve conflicts and negotiate with others, finding compromises with less adult support Be more social, Showing more social skills when with others but have a particular group of friendships with others Work well with others knows how to take turns Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. 	<p>Work and play cooperatively and take turns with others (ELG)</p> <p>Form positive attachments to adults and friendships with peers (ELG)</p> <p>Show sensitivity to their own and to others’ needs. (ELG)</p>

Managing Self	<p>Children are beginning to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? and settle at activities for a short period of time</p> <p>Children are Happy to explore classroom areas and activities with a familiar person nearby.</p> <p>Child may be aware of their toileting needs, but need reminding to use the toilet and how to keep clean. Some may only recently be out of nappies and need support to go the toilet</p>	<ul style="list-style-type: none"> • Be more independent, by selecting resources and exploring the setting • Show more confidence in new social situations. • Remember some rules and understand why they are important without needing an adult to remind them all the time. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Develop an Increasing ability to distract themselves if upset, and are willing to accept help with strategies from adults • Dress them self independently – coat on and off, Shoes and socks on independently – with some reminders of the right way round • Name and identify different body parts • Show an understanding of how to reduce risk and stay safe eg using equipment safely, holding scissors safely • Gain more bowl and bladder control, and can attend to own toileting needs most of the time by themselves • Wash and dry hands and understand why it’s important • Notice change in their body after exercise • work independently on eg – complete age/ability appropriate challenges set by adults, • Have some awareness of Making healthy choices about food, drink, activity and tooth brushing. 	<p>Child show an awareness of the rules and behaviour expectations and increasingly try to follow rules, understanding why they are important. Sometimes needing adult guidance to follow these on occasions.</p> <p>Children are able to distract themselves or calm themselves down if upset/angry sometimes with some support from adults.</p> <p>Children are confident to use the toilet, mostly independently and wash hands effectively. They know to wash hands before meals and why it’s important. Children can dress themselves with some independence – eg coat, socks, shoes, trousers, underwear, and pull t-shirt down with minimal help.</p> <p>Children are beginning to show some awareness of eating healthy, exploring different food</p> <p>Children to be familiar with some words related to BLP and our Learning powers and show an increasing ability to be independent around the setting and with their learning,</p>	<ul style="list-style-type: none"> • Be confident to try new activities and around new people within the security of the class//school • Understand the importance of ‘never giving up’ and ‘keep of trying’ when faced with difficulties. • Begin to use language related to BLP when referring to their learning • Become aware of behavioural expectations and sensitive to ideas of justice and fairness • Manage their own needs – go to the toilet independently • Follow rules, knowing what behaviour is right and what is wrong • Show an understanding of how to keep our body healthy and why its important – eg exercise, cleaning, brushing teeth, • show some understanding of healthy and unhealthy food/drink • Dress them self independently, with little help from an adult • work independently for a period of time, completing some tasks without adult assistance. 	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG)</p>
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LITERACY					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Reading	<p>Children enjoy listening to stories on a one to one basis. Children enjoy looking at books and pictures.</p> <p>Children May be beginning to ask questions about a particular book, make comments and shares their own ideas.</p> <p>Show an interest in books and hold a book the right way up and turn pages, sometimes 2 at a time</p>	<ul style="list-style-type: none"> Listen to and joins in with stories and poems, when reading one-to-one and in small groups Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Tell own simple stories Engage in extended conversations about stories, learning new vocabulary. Name the parts of a book – front cover, back, page, title (name), words Recognise the main character of a story, and can recognise that a story has a beginning, middle and end. Suggest how the story might end Explore and have an interest in illustrations and words in print and digital books and words in the environment Talk about pictures Recognise familiar words and signs such as own name, advertising logos explore print and digital books independently Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handle books and carefully and the correct way up, turning pages one at a time Know that we read English text from left to right and from top to bottom Show awareness of rhyme and alliteration Recognise rhythm in spoken words, songs, poems and rhymes Clap or tap the syllables in words during sound play Begin to hear and say the initial sound in words 	<p>Children should be able to recognise rhythm in spoken words, songs and books and show an awareness of alliteration. Children should be beginning to hear the sounds in words and blend them to say a word.</p> <p>Children should show an interest in stories and be able to recall some parts of the stories and talk about main characters. There should be an understanding of how we hold a book, and read and children should show respect for books. Children should be able to recognise their name</p>	<ul style="list-style-type: none"> Enjoy an increasing range of print and digital books, both fiction and non-fiction Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describe main story settings, events and principal characters in increasing detail Re-enact and reinvent stories they have heard in their play Know that information can be retrieved from books, computers and mobile digital devices Recall and discuss stories or information that has been read to them, or they have read themselves Recognise some written names of peers, siblings or “Mummy”/“Daddy” for example Develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them – Link sounds to letters, naming and sounding the letters of the alphabet, working through the phase 2 and 3 phonemes and digraphs Read a few common exception words matched to the school’s phonic programme and develop knowledge of letters and sounds to read simple phonically decodable words and simple sentences Read simple phrases and sentences Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text, includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Anticipate – where appropriate – key events in stories (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</p>
Writing	<p>Mark-makes, with scribbles, using different mark making tools</p> <p>Sometimes telling an adult ‘this is me’</p>	<ul style="list-style-type: none"> Give meaning to their drawings and paintings Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves Include mark making and early writing in their play Imitate adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes, copying some letters Begin to make letter-type shapes to represent the initial sound of their name and other familiar words 	<p>Children should show interest in mark making activities, and turn to this in their play. They will be giving meaning to the marks they make, and show increasing control over their marks – turning away from scribbles and use shapes, and lines. They may attempt write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes, copying some letters</p>	<ul style="list-style-type: none"> Form recognisable letters in sequence, such as in their own name Form lower case and capital letters correctly. Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet and begin to form these in writing. break the flow of speech into words, and when writing Segment the sounds in words and blend them together in their writing Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p>

MATHEMATICS					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Number	<p>Say some number names randomly sometimes with numbers in order.</p> <p>Show curiosity about numbers. amounts and counting.</p> <p>Recognise when a group has noticeable more than another.</p>	<ul style="list-style-type: none"> Count in order 1-5 by rote, then to 10 Use number names in play, often larger numbers Begin to count using 1:1 correspondence up to 3, then 5 and then 10 items Recognise that the last number they say represents the total counted. Subitise – (recognise patterns of amounts) know that groups of 1, 2, and 3 items without counting every time Begin to count on fingers Recognise some numbers of significance Recognise numbers between 1 – 5 Experiment with their own symbols and marks as well as numerals. Link numerals with amounts up to 5 Join in with counting songs using 1 more and 1 less 	<p>Children to confidently count to 10 by rote accurately at least 5 items using 1:1 correspondence and recognise numerals 1 – 5, matching them to the right amounts.</p> <p>Children to recognise small amounts, Subitising numbers 1- 3</p> <p>Recognise the pattern of counting. That each number is 1 more than the next through songs and rhymes</p>	<ul style="list-style-type: none"> Count accurately 1-10 objects Be able to say 1 more and less than a given number Recite numbers past up to 20 and beyond Recite numbers backwards from 10 –0 Begin to show awareness that numbers are made up of smaller numbers Count 10 objects from larger group Practically add and subtract with small numbers Recognise numbers 1-10 and order them Match numerals 1-10 to amounts Represent numbers when writing Partition numbers in different ways – (number bonds to 5 and 10) Conceptually subitise large numbers by subitising smaller groups with in numbers eg – 6 raisins as 3 & 3 	<p>Have a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Subitise (recognise quantities without counting) up to 5 (ELG)</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p>
Numerical patterns	<p>Recognises and joins in with repeated sounds and actions on songs and rhymes</p> <p>Sometimes count with numbers in order</p>	<ul style="list-style-type: none"> Explore and recognise patterns in animals, shapes, clothes and in the environment Copy and continue a pattern using sounds and actions Continue a repeating pattern using 2 items (AB, AB) then 3 – (ABC, ABC) Create own simple repeated patterns (AB. AB) Recognise more and less when comparing quantities up to 5 objects 	<p>Children to have a developing understanding of more and less and begin to be able to compare small groups of amounts saying if one has more, less or the same amounts (with clear differences).</p> <p>Children should be able to recognise patterns and create own simple repeated patterns (AB. AB)</p>	<ul style="list-style-type: none"> Identify patterns in numbers – even and odd numbers Look at double facts, and the patterns in numbers Explore sharing amounts equally and how this relates to double facts. Use their mathematical knowledge to solve problems Confidently identify change in quantities 	<p>Verbally count beyond 20, recognising the pattern of the counting system (ELG)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; (ELG)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)</p>
Shape, space and measure	<p>To be able to complete simple insert puzzles</p> <p>Identify items that are big/small</p> <p>Responds to some positional language such as in and on,</p>	<ul style="list-style-type: none"> Compare sizes, and use words such as big/bigger, small/smaller, tall/taller, order 3 items in size including height Name 2D shapes circle, square, rectangle, triangle, star and find them in pictures and the environment use informal and mathematical language when talking about shapes ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Develop an understanding of position words - ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Use shapes in play, making new shapes/pictures by combining shapes Explore capacity – use language such as full, empty 	<p>Identify and use Language related to position confidently. Find a particular shape when asked, and distinguish between different sizes of items, ordering up to 3 items by size and use the language big, bigger, tall, taller and smaller to describe size.</p>	<ul style="list-style-type: none"> Identify 2D and 3D shapes Talk about their properties Use spatial language including following and giving directions and use relative terms and describe what they see from different viewpoints Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating more complex patterns eg ABBA, 	<p>To confidently name 2D and some 3D shapes and discuss their properties.</p> <p>Have a good awareness of patterns all around us and create their own complex patterns</p>

UNDERSTANDING OF THE WORLD					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Past and Present	Knows they are not a 'baby' and have got bigger.	<ul style="list-style-type: none"> Talk about their own family Recognise they have changed from when they were a baby and shows curiosity in pictures of themselves and others as babies Begin to make sense of their own life-story and family's history. Recognise that families are made up of people of all ages 	<p>Children to show an interest in their own family and recognise they have changed overtime and how people begin as a baby and then grow and change over time.</p> <p>They can also recognise that families are made up of people of all ages and identify differences in ages</p>	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past Recognise how things have changed over time through stories and photos Talk about change that happens over time and make comparisons, recognising similarities and differences Use their own lives to see how things change and grow Listen to a range of stories to show how life was different in the past 	<p>Talk about the lives of the people around them and their roles in society (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>
People, Culture and Communities	<p>Notice differences between people eg boy and girl, long hair, short hair etc</p> <p>In play imitate everyday actions and events from their own family and cultural background eg home corner</p>	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations and ways of life Show interest in lives of people around them eg family, friends and teachers. Show some interest in and joins in with family customs, eg birthday parties, religious celebrations, seeing family talks about special times Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Know that they live in Hemel Hempstead, in England, UK Have an understanding that the world is made up of lots of different countries and places Begin to identify what makes them special and unique, and how this can differ for different people show interest in stories representing different countries and places around the world 	<p>Be aware of some differences between people and show interest in different cultures, communities and occupations. Children show some understanding that they live in Hemel Hempstead, UK, and that we live in a world made up of different countries, not just the UK, and that we can see the different countries when we look at a map or globe.</p> <ul style="list-style-type: none"> They begin to see themselves as individuals and identify what makes them special and unique, and how this can differ for different people 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Name some other countries around the world Know that I live in the England more specifically Hemel Hempstead and that there are other towns and cities around us including London Know that the world is made up of seas and land, and many countries. – (use a map and globe) 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (ELG)</p>
The Natural World	<p>Explore natural materials, indoors and outside.</p> <p>Children can use voice to make simple sounds in play such as car noises and animal noises</p>	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Name some natural objects found in our environment – eg acorn, pine cone, daisy Plant seeds and care for growing plants. Know what a plant needs to grow, and the changes that happens eg, seed, seedling, flower Look at the key features of the life cycle of an animal/mini beast, recognising that they grow and change. Match animal adults to their babies Categorise animals that live in the same place eg – farm animals, sea animals Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Talk about the differences between materials and changes they notice. Talk about the weather and seasons Show respect for Gods world and all living things 	<p>Show an understanding of how to look after our natural world, and care for plants and the environment around us.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Be aware of the different animals, creatures and plants that live in our environment and world</p> <p>They can talk to you about the weather and are beginning to notice the changes that happen across different times of the year</p>	<ul style="list-style-type: none"> Talk about features of their immediate environment Look closely at similarities, differences and patterns and change in nature, Recognise some environments that are different to the one in which they live and talk about features and how they may vary and differ Make observations of animals and plants and explain why some things occur eg why a caterpillar makes a chrysalis Describe what they see, hear and feel while they are outside Understand the effect of changing seasons on the natural world around them, and know the names of the seasons. 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)</p> <p>Understand some important processes and changes in the natural world round them, including the seasons and changing states of matter. (ELG)</p>

Technology	Children show an interest in different toys, and know how to make a range of toys work by pulling, pushing, turning twisting etc.	<ul style="list-style-type: none"> • Explore different electrical toys and forms of technology including CD player, Ipad, Torches, microphones, programmable toys, IWB and other electrical toys with support and guidance • Know that some toys need batteries, or a plug to provide electricity to work • Complete an age appropriate activity or game on the Ipad or IWB with some guidance or support from an adult 	Children show an interest in ICT and use it freely in their play and learning Children can use the IWB a Ipad appropriately to aid learning with some support	<ul style="list-style-type: none"> • Complete age appropriate games on the PC, I pad, IWB • Recognise that the internet can be a way of finding out information and Can use the internet with adult supervision to find and retrieve information of interest to them • Create content such as a video recording, stories, and/or draw a picture on screen 	Show a good awareness of ICT and how we can use in in our everyday lives. Show an understanding of how technology can help us develop our learning
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EXPRESIVE ARTS AND DESIGN					
	Base line Expectations	During nursery children will learn to	End of Nursery expectations /Reception Baseline	During Reception children will learn to	End of Reception Expectations (ELGs)
Creating with Materials	<p>Explore sticking activities with paper using glue sticks / PVA glue</p> <p>Enjoys using hands, feet and fingers to paint, will paint a whole sheet of paper, with little or no intention, and uses brushes in a fist grip</p> <p>Can name prime colours and some other colours accurately eg red, blue, yellow, green, pink, purple</p>	<ul style="list-style-type: none"> Stick boxes/paper together randomly using glue provided Select boxes and recyclable materials and stick together using glue with an idea of what to make Use variety of materials to create models and pictures – (tissue paper, buttons, pompoms, glitter, clay, playdough, recycled material) Explore colours and colour mixing activities Explore model making eg. using construction toys Create a simple representation of people and objects using different media eg paint, pens, crayons explore different textures 	<p>Uses a range of different media to create pictures and models with some intention or idea of what they are making, using imagination – this can sometimes be with adult support. Use different tools in the playdough and clay to make marks</p> <p>Talk about textures,– smooth, rough, bumpy, hard, soft</p> <p>Beginning to select colours for purpose when painting/ drawing eg. Green for grass, blue for sky and create a simple representation of people and objects using different media eg paint, pens, crayons</p>	<ul style="list-style-type: none"> Add textures, and talk about them – smooth, rough, bumpy, hard, soft Adapts model, improving as and when needed, talking about model Join items in a variety of ways – Sellotape, masking tape, string Makes something with clear intentions and tell others about their work Can independently select and use resources (stamps, rollers etc) to improve their painting Use a variety of paint brushes and tools accurately to create pictures/ paintings Explore, use and refine a variety of artistic effects to express their ideas and feelings. Knows how to make different colours by mixing When drawing, or painting pictures, they use colours that are selected for a purpose eg green for grass Create collaboratively, sharing ideas, resources and skills. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (ELG)</p>
Being Imaginative and Expressive – role play	<p>Engage in simple pretend play with familiar resources eg home corner and begin to imitate things they have seen adult do –eg pouring tea from a pot in to a cup</p> <p>Children use voice to make simple sounds in play such as car noises and animal noises</p> <p>Explores different construction toys and builds towers to represent things in their play</p>	<ul style="list-style-type: none"> Play alongside others in role play area with some support to interact Begin to develop stories using small world equipment like animal sets, dolls and dolls houses Use available props and toys in play, create imaginary ones or use available resources Make imaginative ‘small worlds’ combining toys eg construction kits and animals. create enclosed spaces with construction toys with walls and empty space Play alongside others, occasionally interacting in play together 	<p>Happily explore different role play areas appropriately, especially after being shown by adults. Use their first hand experiences eg stories, home life etc. in imaginary play. Enjoy using a variety of small world toys, using their imagination to create own stories and ‘small worlds’ with blocks and construction kits.</p> <p>Show an understanding of how to make an enclosed space eg a house using construction toys</p> <p>Beginning to interact with others, but wanting their own ideas which may involve playing alongside others and sometimes with.</p>	<ul style="list-style-type: none"> Engages and extends with others in play, taking account of what they are saying Responds to what others are saying or doing with in their play Uses own experiences and learnt stories to develop storylines with others Uses imagination to develop own storylines Builds with a purpose, and clear intentions in their play using variety of toys, creating models with walls, roofs and towers 	<p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</p>
Being Imaginative and Expressive – music	<p>Children explore instruments by banging, shaking</p> <p>Shows interest in music and songs and moves body to music</p> <p>Joins in with some simple songs and rhymes</p>	<ul style="list-style-type: none"> name some instruments eg shaker, drum, claves, symbol Play and stop on command Play instruments in a specific way when asked– loud quiet, fast, slow copy a simple beat /pattern Move/ respond to music / songs showing some rhythm Copy actions/sing parts of a nursery rhyme / song Can sing a large repertoire of songs Sing the pitch of a tone sung by another person (‘pitch match’) and sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Make up some songs or rhymes often using a familiar tune or repeated phase. Talk about how music makes them feel Listen with increased attention to sounds 	<p>Children can sing some simple nursery rhymes and songs and enjoys dancing and taking part in action songs, dances and ring games.</p> <p>Children enjoy exploring musical instruments and shows some understanding of copying a beat/pattern.</p> <p>Children can create their own songs, or improvise a song around one they know.</p>	<ul style="list-style-type: none"> play along with a piece of music matching a simple beat Can copy a simple piece of music / pattern with instrument eg glockenspiel Can follow simple composition using pictures /symbols /patterns Create own music, with repetitive rhythm and patterns use a wide variety of instruments. Create and learn short routines/ dances, beginning to match pace Replicate dances / moves Begin to improvise independently to create a simple dance Explore and engage in music making and dance, performing solo or ingroups. Sing in a group or on their own, increasingly matching the pitch and following the melody Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Sing a range of well-known nursery rhymes and songs (ELG)</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG)</p>

