Progression of Skills for Preschool and Reception

At Peakirk Cum Glinton C of E Primary School, our Early Years provision provides a nurturing, stimulating and inclusive environment where every child is supported to thrive. We offer a carefully planned curriculum for both Preschool and Reception, which builds strong foundations for lifelong learning.

Our Early Years curriculum is based on the Early Years Foundation Stage (EYFS) and focuses on developing the whole child through a balance of adult-led teaching and child-initiated learning. Children learn through play, exploration and meaningful experiences that encourage curiosity, independence and resilience.

Learning takes place both indoors and outdoors, with continuous provision areas designed to support all areas of learning. These environments allow children to develop key skills in communication, language, physical development, personal and social development, literacy, mathematics and understanding the world, alongside expressive arts and design.

Our curriculum is carefully sequenced through our Preschool and Reception long-term plans, ensuring clear progression of knowledge and skills across the year. Teachers use these plans, alongside this progression document, to support their planning and to ensure that learning opportunities build upon children's interests while meeting developmental milestones.

Strong relationships are at the heart of our provision. Staff work closely with children to develop confidence, independence and positive attitudes to learning. We also place great importance on working in partnership with families. Parents are provided with an overview of the long-term plan at the start of the academic year and are regularly informed about their child's learning and development through Tapestry, parents evenings and a report at the end of the academic year.

Through high expectations, engaging learning opportunities and a supportive environment, our Early Years provision ensures that every child at Peakirk Cum Glinton has the best possible start to their school journey.

Communication and Language

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Listening, attention and understanding	I can develop simple pretend play e.g. putting baby to bed	I enjoy listening to familiar stories, songs and rhymes	I am starting to join in with familiar stories, songs and rhymes.
	I can understand simple questions	I can understand and act on longer sentences which have 'doing or action' words e.g. "make dolly run"	I can shift my attention when someone uses my name and then follow an instruction
	I listen to others talk with interest, but can be easily distracted	I am interested in and enjoy listening to others. I am starting to join in.	I am starting to develop conversational skills by listening before I respond.
Speaking	I can link two or more words together to make myself understood	I can link words into short sentences (linking up to 5 words together)	I can identify and name a range of familiar objects and people (around 300 words)
	I am working on pronouncing a range of speech sounds and use: p. b. m. w	I am developing my speech sounds and pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j	I can make myself understood by unfamiliar adults by using a range of speech sounds and am starting to pronounce multisyllabic words
	I have a rapidly developing vocabulary	I can use words for description, function, time and space	I can use pronouns, plurals and am starting to use prepositions
Preschool Age (3-4)			
Listening, attention and understanding	I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes	I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.	I can listen carefully to songs, stories and rhymes and respond by joining in
	I can follow simple instructions with up to two key words	I can follow instructions with two key words accurately	I can understand and respond to instructions with:

	I can answer questions using who, what, when, where	I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.	*2 key words- Put on your hat *3 key words- Can you wash dolly's face? I can understand and respond to 'why' questions
	I can respond and give my attention when someone speaks to me (using my name helps)	I can respond appropriately when I am spoken to e.g. asked a direct question I know to try and listen when someone else is speaking	I can start a conversation and take it in turns to speak
Speaking	I can use talk in my play to help organise e.g. "You sit there…. I will be the mummy"	I can use some new vocabulary e.g. scientific and story vocabulary	I can explain, describe, recount and retell I can join in with conversation (linked to listening)
	I can link words together in the start of a sentence e.g. more milk	I can develop my sentences e.g. I have more milk	I can use a sentence of 4-6 words e.g. Can I have more milk please?
		I can express my opinion using short sentences	I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice

Reception (Age 4-5)			
	Autumn	**Spring**	**Summer**
Listening, attention and understanding	**Autumn 1:** To understand how to listen carefully. To understand why	**Spring 1:** To ask questions to find out more. To begin to understand	**Summer 1:**

	listening is important. To be able to follow instructions/direction. **<u>Autumn 2:</u>** To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To respond to instructions with more than one step.	humour. To understand a range of complex sentence structures. **<u>Spring 2:</u>** To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how. **<u>Summer 2:</u>** To have conversations with adults and peers with back-and-forth interactions. ELG ↓

Speaking	**<u>Autumn 1:</u>** To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning. **<u>Autumn 2:</u>** To answer questions in front of a whole class. To use new vocabulary throughout their learning and play.	**<u>Spring 1:</u>** To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because. **<u>Spring 2:</u>** To share their work with others. To use new vocabulary in a range of contexts. To engage in nonfiction books.	**<u>Summer 1:</u>** To link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events. **<u>Summer 2:</u>** To talk to a range of adults around school. To talk about why things happen. To talk in sentences using a range of tenses.

			ELG ↓
SEND: Actions & pictorial representations to support when listening to and learning new stories. Use of communication boards to support with asking questions/retelling stories. Use of Widget to help with new vocabulary. Use of communication boards to support with communicating with adults/peers. Use of Widget to learn and use new vocabulary. Use of pictorial representation to support with organising ideas. Offer opportunities to engage with small group or class discussions using reasonable adaptations.			

Personal, Social and Emotional Development

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Self-Regulation	I am starting to show and manage my emotions	I can talk about my feelings in more elaborate ways	I express my feelings and am starting to talk about them
Building relationships	I enjoy the company of other children and want to join in with their play	I am developing friendships and bonds with other children and familiar adults in the setting (key person and other staff)	I am able to separate confidently from my parent/ carer when supported by my key person
Managing self	I can carry out self-care tasks such handwashing and toileting if supported e.g. it's lunchtime. Let's wash our hands	I am starting to develop understanding of self-care e.g. tooth brushing, handwashing	I am able to express when I need the toilet and can use it with help
Preschool (Age 3-4)			
Self-Regulation	I can share or take turns with the support of an adult	I can identify feelings using words like happy, sad, angry I can follow rules and don't always need adult support	I can talk about my feelings and feelings of others I can follow basic instructions and the "rules" of the setting
Managing Self	I am becoming outgoing with unfamiliar people in the safe context of the setting	I am more confident in new social situations and with new people	I am starting to handle new experiences with more confidence
Building relationships	I can play with others extending and elaborating play ideas	I can talk with others to resolve conflicts and resolve issues (some support needed)	I can play with others cooperatively

	I can use the toilet independently	I can manage my toileting needs e.g. using the toilet, washing and drying hands	I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day

Reception (Age 4-5)			
	Autumn	**Spring**	**Summer**
Self-Regulation	**Autumn 1:** To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions. **Autumn 2:** To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations.	**Spring 1:** To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step. **Spring 2:** To manage their feelings and emotions. e.g. stop, take a deep breath, count to 10 and talk about the problem and their feelings. To continue to consider the needs and feelings of others.	**Summer 1:** To continue to learn how to manage and control their emotions using a range of techniques e.g. stop, count to 10, take a deep breath and talk about the problem and their feelings. **Summer 2:** To be able to maintain their focus during extended whole class teaching sessions and independent learning activities. ELG ↓
Managing Self	**Autumn 1:** To independently be able to: Use the toilet. To have	**Spring 1:** To begin to show resilience and perseverance when faced with	**Summer 1:** To show a good level of independence in their ability to

	confidence to try new activities. To begin to show resilience and perseverance to identify and name healthy foods. To show a good level of independence. To show a 'can do' attitude to change and transition. - Wash hands - Put coat on - Change shoes into wellington boats to explore the reception environment. To begin to understand the rules of a classroom as well as whole school rules. **<u>Autumn 2:</u>** To have confidence to try new activities. To develop ability to follow the rules of the classroom as well as whole school rules.	a challenge. To independently manage to fasten a zipper on a coat. To independently manage to fasten button. **<u>Spring 2:</u>** To identify and name healthy foods. To understand the importance of healthy food choices.	manage their own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support. **<u>Summer 2:</u>** To show a 'can do' attitude to change and transition. ELG ↓

Building Relationships	**<u>Autumn 1:</u>** To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To	**<u>Spring 1:</u>** To begin to work as a group with support from adults. To take turns during group work and when playing games together.	**<u>Summer 1:</u>** To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.

	play with children who are playing with the same activity. **<u>Autumn 2:</u>** To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.	**<u>Spring 2:</u>** To listen to the ideas of others. To find solutions to disagreements, with support from adults.	**<u>Summer 2:</u>** To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed strong friendships. ELG ↓

<u>ELG Self - Regulation</u>

- ❖ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- ❖ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- ❖ 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.

<u>ELG Managing Self</u>

- ❖ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- ❖ Explain the reasons for rules, know right from wrong and try to behave accordingly.
- ❖ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

<u>ELG Building Relationships</u>

- ❖ Work and play cooperatively and take turns with others.
- ❖ Form positive attachments to adults and friendships with peers.
- ❖ Show sensitivity to their own and to others' needs.

<u>SEND:</u>

Provide alternative ways for pupils to express emotions e.g. emotion mats, Zones of Regulation Provide Now and Next boards for pupils to understand how to work towards simple goals. Modelling persevering in the face of challenge Pictorial rules and routines to support understanding. Pictorial reminders. Model how to be an effective friend Provide them with other ways to express feelings e.g. emotion mats and Zones of Regulation Support pupils to build positive attachments with a range of people in the setting.

***PSHE in Reception uses Kapow.**

Physical Development

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Healthy living and hygiene	I am showing I want to complete tasks to do with self care independently	I can handle some self care and hygiene tasks	I am starting to use the toilet with help
Gross Motor Skills	I can use push along wheeled vehicles, scooters and tricycles	I can climb confidently	I can catch a large ball
Fine Motor Skills	I am exploring using tools and manipulating tools e.g. cutlery	I can carry out tasks independently e.g. zips, buttons, etc.	I can pick up a small object isolating my finger and thumb
Preschool (Age 3-4)			
Healthy living and hygiene	I can use the toilet independently	I can manage my toileting needs e.g. using the toilet, washing and drying hands I can handle some of my own hygiene needs e,g. teeth brushing, hand washing	I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day I can make healthy choices
Gross Motor Skills	I can run, jump and hop I can climb stairs using alternate feet	I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements
Fine Motor Skills	I can show a preference for a dominant hand	I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.	I can use one handed tools confidently I can use a comfortable grip with good control when using pencils

PEAKIRK CUM GLINTON C of E PRIMARY SCHOOL
LEARNING AND FLOURISHING TOGETHER
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Reception (4-5)			
	Autumn	**Spring**	**Summer**
Gross Motor Skills	**Autumn 1:** To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors, pencil, glue, paint brush etc. To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination. **Autumn 2:** To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.	**Spring 1:** To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through. **Spring 2:** To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.	**Summer 1:** To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games. **Summer 2:** To play by rules given and develop co-ordination. To learn to play as a team. To continue to learn to play against an opponent. To continue to follow instructions safely and carefully when playing team games. ELG ↓
Fine Motor Skills	**Autumn 1:** To use a dominant hand. To mark make using shapes. To	**Spring 1:** To continue to use a tripod grip for mark making. To thread with	**Summer 1:** To hold scissors safely and correctly and cut out various

	begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching. To begin to hold a knife and fork correctly. To begin to write their name. To begin using the correct letter formation. **Autumn 2:** To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To continue to learn writing their name. To continue to write taught letters using correct letter formation.	small beads. To use small pegs. To write taught letters using correct letter formation. **Spring 2:** To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.	materials. To paint using thinner brushes. To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line. **Summer 2:** To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals. ELG ↓
ELG Gross Motor Skills ❖ Negotiate space and obstacles safely, with consideration for themselves and others. ❖ Demonstrate strength, balance and coordination when playing.			

- ❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills

- ❖ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- ❖ Use a range of small tools, including scissors, paintbrushes and cutlery.
- ❖ Begin to show accuracy and care when drawing.

SEND:

Ensure pupils have access to extra resources/interventions to develop gross motor skills Support during adult led sessions to develop gross motor skills. Pictorial prompts to support with gross motor movements.

Pencil grips Suitable tools to support development of fine motor skills. Ensure pupils have access to fine motor skills interventions to develop fine motor skills. Targeted fine motor activities during welcome time.

Literacy

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Comprehension (Recall, retell and sequence)	I listen to stories and turn the pages of books as if reading (adding in word etc)	My play is sometimes based around familiar books	I enjoy familiar stories, songs and rhymes
		I am building good listening skills	I give meaning to marks I make and see
Comprehension (Vocabulary)	I sing rhymes and songs independently in my play	I repeat familiar phrases and lines from songs	I can join in with familiar nursery rhymes and songs
Writing	I can start to tell others about what my marks mean	I am starting to ascribe meaning to marks I have made- this is mummy, this is a dog etc.	I am developing my large-scale motor movements for mark making e.g. large easels and painting etc. I am starting to use more refined fine motor movements for mark making
Preschool (Age 3-4)			
Comprehension (Recall, retell and sequence)	I can start to develop play around my favourite stories and props	I can sequence events from stories I have heard	I can talk about stories I have heard I can retell some familiar stories
Word Reading- Phase 1 Phonics	I have an understanding of letters and print e.g. page sequencing, book parts, etc. I am starting to notice rhyme and can clap syllables	I can hear the sounds in words and am starting to blend them back together I can spot words with the same initial sound	I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables

Comprehension (Vocabulary)	I can start to join in with familiar stories, rhymes and songs	I am starting to use different vocabulary from books in my play	I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play
Letter Formation	I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.	I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.	I can write some letters with good formation e.g. the letters from my name
Spelling	I can tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting	I can segment words in the order in which they occur (with support) I can change the initial sound to make new words e.g. at- hat, cat, mat, sat	I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words
Composition	I can use I can apply some print knowledge to writing e.g. m for mummy I can write the first letter of my name	I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	I apply print knowledge to my emergent writing I can write my own name

Reception (Age 4-5)			
	Autumn	**Spring**	**Summer**
Comprehension	**Autumn 1:** To use pictures to tell stories. To listen to stories read and engage in story time. To independently look at a book,	**Spring 1:** To role play and act out stories they have heard. To begin to understand the sequence of a story, identifying the beginning, middle and end.	**Summer 1:** To begin to answer questions about what they have read. To use vocabulary that is influenced by their experience of books.

	holding it the correct way and turning pages carefully. **<u>Autumn 2:</u>** To sequence familiar stories. To join in with repeated phrases and actions in stories. To begin to answer questions about stories read to them. To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.	**<u>Spring 2:</u>** To begin to predict what might happen next in a story. To suggest what might happen at the end of a story. To retell a story they have heard. To follow a story without pictures of props. To identify and talk about the characters in books they are enjoying listening to or reading	**<u>Summer 2:</u>** To answer questions about what they have read. To know information can be retrieved from books. To use a book to find the answer to a given question. ELG ↓

Word Reading	**<u>Autumn 1:</u>** To recognise their written name. To recognise taught phase 2 sounds – see LW. To begin to orally blend sounds in short words e.g. cat, dog. **<u>Autumn 2:</u>** To recognise and read all phase 2 sounds, to segment and blend sounds to read words and to recognise and read tricky words- see LW.	**<u>Spring 1:</u>** To recognise taught phase 2/3 sounds and all tricky words. To blend in their heads to read simple sentences– see LW. To read captions and sentences using taught sounds. **<u>Spring 2:</u>** To recognise taught phase 2/3 sounds and all tricky words. To blend in their heads to read simple sentences– see LW.	**<u>Summer 1:</u>** To recognise taught phase 3/4 sounds and all tricky words. To blend in their heads to read simple sentences– see LW. To begin to read longer captions and sentences using taught sounds. **<u>Summer 2:</u>** To recognise taught phase 3/4 sounds and all tricky words. To blend in their heads to read simple sentences– see LW.

	To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds.	To read captions and sentences using taught sounds.	To begin to read longer captions and sentences using taught sounds.

Writing	Develop meaning for marks across different areas of the provision. Draw circles, lines, symbols and letter-like shapes. Write own name. **<u>Reception expectations:</u>** Begin to hold a pencil correctly. Begin to form graphemes from the SSP programme correctly. Write initial sounds and some obvious sounds in words from phonics dictation. Orally create a sentence. **Autumn 1**: Initial sounds and final sounds. **Autumn 2**: CVC following SSP progression, including digraphs, e.g. sh, th.	Write all lower-case letters with increasing accuracy. Hold a pencil with more control. Independently write CVC words including words with known digraphs, e.g. sh, ch. Independently write some tricky words previously covered in the SSP programme, e.g. I, the*. Write CCVC and CVCC words with increasing accuracy. Use phonic knowledge to attempt to write in meaningful contexts, writing labels, captions and messages. **Spring 1:** Phrases linking to SSP: a ship that cat	Form most letters correctly, including capital letters. Write in simple phrases and sentences that can be read by others using finger spaces. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Orally rehearse a sentence or phrase prior to writing. Re-read own writing aloud to an adult. Begin writing with a capital letter and end writing with a full stop. **Summer 1:** Sentence Stem developing increased independence with hold a sentence: You are (high up in the tree).

		best dress red bag fat rat hot chips **Spring 2:** Sentence stem using known 'tricky' words from SSP: It is (a frog). I can see (a red flag). He has (the bell). She is (sad). Bob can (jump). I am (cross).	I may (sing). He plays in (the sand). Look at the (brown car). Fred is (in the big chair). **Summer 2:** Independently write simple phrases and sentences using phonic knowledge and using finger spaces. Form most letters correctly, including capital letters.

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Writing

- Write recognisable letters, most of which are correctly formed.

❖ Spell words by identifying sounds in them and representing the sounds with a letter or letters. ❖ Write simple phrases and sentences that can be read by others.
SEND: Ensure pupils have access to interventions to support with developing phonetical understanding. Exposure to appropriate books/stories to support development. Picture prompts to support with letter recognition. Flash cards to develop understanding. Use of Widget/picture prompts/communication boards to support communication about stories read and to support with answering questions. Picture prompts to support with discussion around stories. Use of story sacks/ role play to support with understanding of stories. Exposure to familiar books regularly. Re-read books with similar structure to develop understanding. Pencil grips. Letter formation cards/name cards. Scaffolds/Differentiation to support developmental writing. Physical resources to support with showing understanding of blending/CVC words. See Physical Development to support development of fine motor skills.

Mathematics

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Numbers to 5	I am starting to use number names alongside the counting behaviour (out of sequence or skipping numbers)	I am using number names and counting in my play e.g. 1,2,3,5	I am starting to count e.g. saying "one" or giving each child one object each
Subitise		I can react to changes in amounts up to 3 e.g. through songs "2 little birds"	I enjoy taking part in finger rhymes (particularly where the number of objects changes)
Comparing	I can compare sizes and weights e.g. big, small	I can compare amounts using mathematical language e.g. lots, more, less, same	I can notice how things fit inside each other (e.g. playing with puzzles- this piece is too big)
Numerical Patterns	I can spot patterns and talk about them e.g. stripes on a scarf	I can extend a pattern that has been made	I can talk about patterns and spot errors

		I can create my own simple patterns (ABAB)	I can continue and create patterns
Sequencing and patterns of time (note not an ELG)	I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.	I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event	I can sequence a pattern of events using time language e.g. first, next, then.
Preschool (Age 3-4)			
Numbers to 5	I can recite numbers to 5 and beyond	I can say one number name for each item I can show 'finger' numbers to 5	I can count, order, recognise and use numbers to 5
Subitise	I am starting to subitise up to two	I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting	I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)
Comparing	I can make comparisons between objects- size, length, weight and capacity	I can make comparisons between quantities	I can compare quantities using the vocabulary of greater, less, more, fewer and the same
Numerical Patterns	I can spot patterns and talk about them e.g. stripes on a scarf	I can extend a pattern that has been made I can create my own simple patterns (ABAB)	I can talk about patterns and spot errors I can continue and create patterns
Sequencing and patterns of time (note not an ELG)	I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.	I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event	I can sequence a pattern of events using time language e.g. first, next, then.

Shape and Space (note: not an ELG)	I can use shapes for building thinking about their properties e.g. flat sides for stacking	I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.	I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)

Reception (Age 4-5)			
	Autumn	**Spring**	**Summer**
Number	To recognise numbers 1- 5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.	To recognise numbers 6-10. To begin to subitise to 10. To find one more of numbers to 10. To find one less of numbers to 10. To explore the composition of numbers to 10. To match the written numeral to a quantity to 10. To continue to recall addition facts that make 5 and identify the subtraction facts. To estimate a number of objects. To practise pairs of numbers that make 10. To begin to learn double facts.	To recognise numbers to 20. To revise pairs of numbers which equal 5. To continue to practise recalling pairs of numbers that make 10. To know addition and subtraction facts to 10. To recall double facts to 10. To explore how to make numbers above ten using tens and ones.
Numerical Patterns	To identify which group of objects has more. To identify	To count to 15. To count given objects up to 10. To order	To add two given quantities to find the total. To subtract a one

	which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.	numbers to 10. To compare quantities to 10. To understand the difference between odd and even numbers to 10. To combine two groups of objects by counting all of them together. To take objects away and count how many are left. To find the missing number from a number line.	digit from another one digit number. To count to 20. To know that 1, 3, 5, 7, 9 are odd numbers. To know that 2, 4, 6, 8 and 10 are even numbers. To order numbers to 20. To double numbers up to 10. To find half of numbers up to 10. To share quantities equally. To combine groups of 2, 5 and 10s.

ELG Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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 Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

SEND:

Photo and pictorial prompts to support with understanding. Use of Widget/Communication boards to support with explaining understanding. Regular exposure to patterns & extra modelling of solving these.

Understanding the World

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Past and Present	I can talk about people in my family (special people)	I know that others have families too	I am aware of my own family and that others have families too
People, Culture and Communities	I am aware of being part of a "community" within the setting	I am starting to notice differences between people	I am aware of people in my own community and their roles
The Natural World	I explore a variety of materials	I explore the natural environment and changes within it when I am in the setting and out of it (organised trips)	I can explore objects inside and outside
Preschool (Age 3-4)			
Past and Present	I can talk about myself and my immediate family	I can talk about some of the ways I have changed over my life	I can talk about some of my own and my family's history (grandparents, parents, etc.)
People, Culture and Communities	I can talk about different occupations and job roles	I can name other countries in the world I am positive about the differences between people	I can talk about the differences I have seen in people, countries and communities
The Natural World	I can talk about natural materials using a wide vocabulary linked to all my senses	I can show care for my environment and plant and care for plants	I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants

Reception (Age 4-5)			
	Autumn	**Spring**	**Summer**
Past and Present	To be able to identify how they have changed from when they were a baby.	To talk about the lives of the people around us and their roles in society. To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class. (mini beasts, science week, inspirational people, life cycle of a frog)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling (The seaside- then and now)
People, Culture and Communities	To be able to talk about their own lives –my home, my community, my family, my school, my world. To recognise similarities and differences between themselves and their peers. To know about people who help us within the local community. To know that other children do not always enjoy the same things. To identify different celebrations and how people celebrate.	To talk about Chinese New Year, Shrove Tuesday, Lent and Easter. Valentines Day Pancake Day Penguin Awareness Day Storytelling Week Chinese New Year British Bird Watch Week Science Week Mother's Day Holi	To know that simple symbols are used to identify features on a map. (where I live make own map, google maps) Summer Sealife Dinosaur Day Butterfly Awareness Day World Ocean Day Healthy Eating Week Fathers Day Insect Week Summer

	Harvest festival/Christmas/Christingle/World Nursery Rhyme Week/Diwali/Bonfire Night/Remembrance /Road Safety Week		World Chocolate Day Africa

Past and Present	To talk about a simple map and draw information from it. To describe what they can see, hear, smell and feel when they are outside. (phase 1 phonics in first weeks) To know features of their own immediate environment. (where I live) To identify and recognise the features of Autumn. (daily morning talk)	To identify and recognise the features of Winter/Spring. To know and compare habitats. (mini beasts/life cycles). To know about the features of the world – forests, rainforests, jungles, deserts etc	To know there are many countries around the world. (looking at the map of the world, specifically Africa) To identify and recognise the features of Summer. To know about the features of the world – oceans, beaches.

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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: The Natural World

❖ Explore the natural world around them, making observations and drawing pictures of animals and plants. ❖ 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. ❖ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
SEND: Picture prompts to support with understanding. Use of Widget/Communication boards to ensure pupils can explain their understanding. Ensure pupils have sensory opportunities to explore world around them appropriately. Real life opportunities.

Expressive Arts and Design

Preschool (Age 2-3)			
	Autumn	**Spring**	**Summer**
Creating with materials	I make marks intentionally to create artwork	I can choose materials and manipulate them	I can explore and investigate materials
Music	I can explore making different sounds in the environment e.g. banging a stick against a tree	I enjoy joining in with simple songs and music making	I am starting to explore how to create sounds including with instruments
Being Imaginative & Expressive	I can use my imagination and create different art work/ music/ role play	I can make simple models and talk about what it is	I am starting to represent some objects with others e.g. a box is a car, etc.
Preschool (Age 3-4)			
Creating with materials	I can use different art materials and am starting to refine my ways of creating art	I can use self- chosen materials to create my own ideas	I can use a range of art materials, joining and colour mixing purposefully and freely
Music	I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make	I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose	I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm
Being Imaginative & Expressive	I can engage in simple pretend play, using some objects to represent others	I can create more complex small world set ups to adapt and create stories	I can start to develop my own stories linked to what I know through role & small world play

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Reception (Age 4-5)			
	Autumn	**Spring**	**Summer**
Expressive Arts and Design – Creating with Materials	Singing nursery rhymes Mixing colours Drawing a person Marvellous Marks Singing nursery rhymes Using glue to secure Using tape to secure DT – seasonal – salt dough decoration/Santa chimney	Singing nursery rhymes Clapping to a rhythm Making collages Mixing watercolour paints 3D collages DT- seasonal – flower threading/easter decoration	Singing nursery rhymes Matching a pitch Painting and mixed media Mixing shades Sculpture *Kapow curriculum is used/children have access to resources in creative area all year round.
Being Imaginative and Expressive	To experiment with different instruments and their sounds. (provision) To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. To use costumes, songs and resources to act out the Nativity.	To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.	To join in with whole school singing assemblies. *Music lessons using Charanga throughout the year.
ELG: Creating with Materials ❖ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			

- ❖ Share their creations, explaining the process they have used.
- ❖ Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- ❖ Invent, adapt and recount narratives and stories with peers and their teacher.
- ❖ Sing a range of well-known nursery rhymes and songs.
- ❖ Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

SEND:

Ensure sensory opportunities when exploring different materials. Support with picture prompts and emotion maps when drawing Encourage use of Widget/communication boards etc. to support with discussing what they have created. Model effectively how to use different materials in a range of ways.

Model pretend play using picture prompts/videos to support understanding. Repeat songs with similar structure e.g. nursery rhymes Use Widget/Communication boards etc. to discuss what they have hear/what they are saying.