



## Progression of skills for Continuous Provision

### Progression of skills for the creative area

Progression	Painting /Exploring colour	Cutting	Drawing	Collage	Joining	Weaving / Sewing	Printing
Exceeding	Making desired colours using colour mixing. Use techniques and colours for a purpose.	Use scissors accurately, make objects smaller then cut round lines, move paper around as cut.	Selects appropriate media and techniques to achieve a specific effect. Accurate drawing of people (presence of arms, legs, torso, facial features...).	Select and combine a variety of art techniques.	Hole punch and treasure tags or string, staplers. Split-pins, make glue, stitch, design & select appropriate resources. Finish design with paint or their decoration	Simple weaving with string wool through a stiff card loom using straight stitches.	Select objects with a purpose in mind. Uses taught techniques to create own stamps.
	Use a range of resources to create a paint effect e.g. cocktail sticks, lollipop sticks, finer paintbrush, pipe cleaners.	Correct grip to cut continuous lines and curved lines.	Represents objects seen, remembered or imagination.	Overlaps and overlays to create different effects.	Use PVA glue stick on objects, cotton buds, spreaders, squeeze bottles, use Sellotape, paper, clips, elastic bands and a stapler. Join with control.	Threading cards and beads.	Uses stencils to create rubbings. Print using found materials.
	Explore paint and colour mixing. Uses hands, fingers, large paint brush.	Snips in paper. Unconventional grip. Tearing.	Simple mark making on different paper using pencil, pastel, chalk and paint. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Uses cutting, sticking to explore different materials from collage resources. Beginning to be interested in and describe the texture of things.	Glue using fingers and glue stick. Wrapping masking tape. Cut and glue things together.	Handles and manipulates materials such as thread cotton, wool, raffia and ribbon.	Use pre-made stampers to print. Print using hands and fingers.
Emerging							


<p><b>Possible Resources:</b></p> <p><u>Painting Area/Creative</u></p> <ul style="list-style-type: none"> <li>• Paint Pots</li> <li>• Mixing palettes</li> <li>• Water pots</li> <li>• Brushes in varying thicknesses</li> <li>• Various printing rollers and shapes for printing</li> <li>• Powder paints in primary colours</li> <li>• Range of printing materials</li> <li>• Ready-mix paints</li> <li>• Chalks</li> <li>• Reference books for artist and artwork</li> </ul>	<p><b>Additional Resources:</b></p> <p><u>Workshop Area</u></p> <ul style="list-style-type: none"> <li>• Scissors,</li> <li>• Joining materials (glue, Sellotape, string, paper fasteners, treasury tags, stapler,</li> <li>• Hole punch</li> <li>• Junk modelling resources (boxes, pots etc.)</li> <li>• Card/paper of various sizes</li> <li>• Lolly sticks</li> <li>• Feathers, beads, sequins, buttons, pompoms etc.</li> </ul> <p>Additional resources include loose parts for Transient art: glass gems, flower head, wooden discs, beads, frames, mirrors, wooden rings, placemats</p>	<p><b>Key Vocabulary:</b></p> <p><u>Vocabulary</u></p> <p>Mathematical language of bigger than/smaller than, square, rectangle, circle, triangle, cylinder, tall, short, wide, thin, transparent, opaque.</p> <p><b>Language of materials and tools available</b> such as: scissors, stapler, pinking shear, paper clips, split pins, elastic bands, wool, bobbins, hole punch, Sellotape, masking tape, paper, card, wallpaper, tissue paper, boxes, cube,</p>
<p><b>Key considerations:</b></p>	<p>Left or right handed          Have we got appropriate scissors, (loop, sprung loaded, L/R) pencils, position of paper, where and how they sit.          Links to PD, GMS / FMS</p>	
<p><b>Pure skills:</b></p> <p>Exploring paint and its textures/ composition          Powder paint - adding water.          Ready mixed paint/watercolour          Exploring artist tools and using for different purposes e.g., chalk, pastels, pencils, junk modelling etc.          Colour Mixing</p>	<p><b>Facilitative skills:</b></p> <p>Selecting tools and resources          Using language and vocabulary- describe, imagine, and explain.          Experimentation linked to colour, form and function.          Representing artwork by famous artists, etc.          Improve and adapt designs.          Fine Motor development          Labelling - mark making          Observational skills          Developing artistic techniques</p>	<p><b>Adult Role:</b></p> <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Teaching skills</li> <li>• Providing famous works of art and discussing techniques</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• How else could you use that?</li> <li>• How can you make the colour ....?</li> <li>• What will you use to paint with?</li> </ul>

**Progression of skills for the malleable area**

Progression	Rolling	Squeeze / knead	Moulding	Shaping	Making playdough	PSED skills	Resources
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Exceeding</div>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Emerging</div>	<p>Uses rolling pin to roll dough/clay flat with pressure.</p> <p>Ensures they have rolled dough to desired size/ shape</p> <p>Rolls using fingers on one hand. Twists pieces using fingers to combine.</p>	<p>Demonstrates control when squeezing dough in whole hand.</p> <p>Manipulates fingers to rotate and knead dough.</p> <p>Squeezes dough through dough tools.</p>	<p>Chooses tools to create a desired shape, size, texture</p>	<p>Uses tools to add detail.</p> <p>Creates more intricate shapes.</p> <p>Able to use tools to manipulate dough/ clay to add detail</p>	<p>Accurate measuring and problem solving if the dough mixture doesn't work</p>	<p>Negotiation</p> <p>Reasoning</p> <p>Sharing using scales</p>	<p>Modelling clay</p> <p>Clay and clay tools</p> <p>Clay boards water - (to be used to shape and mould clay) Lollipop sticks, matchsticks etc.</p>
	<p>Uses rolling pin to flatten dough/clay with some necessary pressure.</p>	<p>Begins to squeeze using whole hand. Makes marks in dough using fingers/knuckles. Begins to use tools to squeeze dough.</p>	<p>Explores the way tools create different textures</p>	<p>Smooths dough with hands/ fingers to shape it</p> <p>Rolls dough in hands to shape it</p>	<p>Playing cooperatively</p> <p>Sharing ideas</p> <p>Take into account others' ideas when organising an activity.</p> <p>Share by approximate size</p>	<p>Extruders with patterned ends</p> <p>Plastic knives</p> <p>Metal trays and tins in different sizes Introduce tougher malleable materials like clay</p>	
	<p>Uses rolling pin to roll dough/clay. Rolls using whole hand.</p>	<p>Squeezes dough using hands. Presses dough using hand</p>	<p>Uses hands to flatten dough/ clay</p> <p>Uses hands to squash, bend, twist and stretch dough/ clay</p>	<p>Squashes dough with hands and fingers to shape it</p>	<p>Following a simple recipe to make own playdough.</p> <p>Taking turns and comparing with peers.</p> <p>Relating to previous experiences</p> <p>Demonstrate perseverance when difficulties occur</p>	<p>Play Dough</p> <p>Muffin tins</p> <p>Metal trays</p> <p>Cookie cutters</p> <p>Rolling pins</p> <p>Dough stampers</p> <p>Bowls and dishes</p>	

<p><b>Possible Resources:</b></p> <p>Cake decorations –candles, numbers etc.  Clay tools plates, cups, saucers and cutlery  Rolling pins – plain and patterned  Dough cutters in various shapes  Cookery sets, pans and spatulas  Pestle and mortar for use with spices and herbs  Recipe books  Fruit and vegetable books  Range of dough mats  Weighing scales  Different sized mats  Texts and resources to enhance topic</p>	<p><b>Additional resources:</b></p> <p>will be available to support learning such as:  golf tees, marbles, feathers, googly eyes, 2d shapes, glass gems, match sticks, gems, numerals, pipe cleaners</p>	<p><b>Vocabulary:</b></p> <p>Soft, hard, smooth, rough, squidgy, pattern, shape, space, form, texture, colour, mix, stir, design, represent, make, build, tall, taller, tallest, wide, wider, widest, round, flat, top, bottom, more, less, join, too much, not enough, same, different, like, unlike, copy, guess, estimate, print, imprint, pinch, squeeze, roll, cut</p>
<p><b>Key considerations:</b></p>	<p>Left or right handed  Have we got appropriate topical resources - provocation,  Links to PD, GMS / FMS</p>	
<p><b>Pure Skills:</b></p> <p>Shape and mould  Add materials for decoration/ detail.  Use of tools  Joining- water (clay)  Techniques e.g., rolling, moulding, wrapping, etc.  Creating shapes  Adding texture</p>	<p><b>Facilitative Skills:</b></p> <p>Mathematical skills- fractions, printing of shape faces, exploration of shapes.  Selecting tools and resources  Using language and vocabulary- describe, predict and explain.  Experimentation linked to modelling, moulding, shape and space.  Representing shapes, artwork by famous artists, etc.  Improve and adapt designs.  Fine Motor development  Labelling- mark making</p>	<p><b>Adult Role:</b></p> <ul style="list-style-type: none"> <li>• Explanation, questioning, etc.</li> <li>• Provide commentary that helps children to see what they are doing.</li> <li>• Engage in role play with children's creations.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• How could you cut that?</li> <li>• How did you make that?</li> <li>• Why did you choose x?</li> </ul>

## Progression of skills for the construction area


Progression	Creates a structure - build	Spatial awareness	Join	Build with a purpose in mind (design and plan)	Resources to facilitate.
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Exceeding</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Emerging</div>	<p>Combines resources to create a structure. Builds more elaborate structures. Includes systems (e.g. Pathways, roads, bridges etc.) and adds detail to structure. Ensures model is stable.</p>	<p>Build a house/model with different rooms or different parts. Uses smaller blocks/construction tools to create intricate structures.</p>	<p>Joins materials independently using a range of resources</p>	<p>Change, adapt and modify model to serve a purpose Combine construction resources to create model. Creates a design before they construct</p>	<p>Small blocks Nuts and bolts Handles Wheels and axels Squared paper/design</p>
	<p>Uses resources to construct buildings. Positions resources both vertically and horizontally.</p>	<p>Connects buildings and structures (e.g. Putting a road between buildings). Select the appropriately sized blocks/construction resources for their chosen purpose. Select the appropriately sized blocks/construction resources for chosen workspace. Understands safety elements (e.g. If tower is taller than themselves then it might hurt them if it falls).</p>	<p>Explores construction kits that facilitate joining such as magnets, octotiles or nuts and bolts. Uses glue sticks and Sellotape to join materials in order to construct simple models i.e. joining 2 boxes.</p>	<p>Knows what they want to build when they begin to construct Plans what they will use.</p>	<p>Lego Mobilo Small blocks Large Blocks Coloured blocks Recycled materials, tubes and planks, Squared paper, clipboards</p>

	Uses resources to build towers. Builds vertical models.	Constructs in a large space with large blocks. Constructs in a small space with small blocks.	Connects simple resources to stack i.e. wooden blocks Attempts to join 2 items using glue stick.	Has an idea about what they will build before they begin. Selects resources they need as they go	Duplo, Stickle Bricks, Mobilo Small block Large blocks.
--	--	--	---	---	---

<b>Possible Resources:</b>	<b>Additional Resources:</b>	<b>Key Vocabulary:</b>
Loose parts for open ended creations (tubes, cut-off wood, cotton reels etc.) • Fabrics and pegs • Large wooden construction blocks • Various size cardboard boxes. • Cardboard / plastic tubes • Whiteboard/rolls of wallpaper for mark-making, designing, maps etc. • Building pictures and photographs (including familiar buildings in the local area or topic specific) • Key vocabulary • Books about construction, buildings, subject specific • Small cable reels to build at different heights • Small selection of construction kits for joining and constructing • Joining materials-tape, ribbon, string, rope etc. • Small world resources to extend play and bring creations to life/developing talk	Add specific stimulus (pictures, books, objects, specific resources) as starting points to promote high quality play and help to move play forward. Model high quality starting points and possible resources to inspire children's thinking, curiosity and creativity. By using a shelf, cable reel or crate, a small enhancement can be added to the area.	Build, construct, high, higher, highest, wide, wider, widest, tall, taller, tallest, short, shorter, shortest, long, longer, longest, large, larger, largest, small, smaller, smallest, more than, less than, few/many, high/low, top/bottom, same/different, similar, next to, under, in between, area, space, pattern, shape, symmetrical, sorting, grading, balancing. Names of buildings in the local area Names of key buildings across the world
<b>Key considerations:</b>	Keep resources open-ended to allow for more creativity, problem solving and imagination (local scrap stores are good for sourcing this type of thing) Add large paper/rolls of wallpaper to encourage mapping, labelling, building designs etc. Silhouette block play to enable children to put blocks back and be independent when tidying up. Ensure construction kits progress during the school year as children's fine motor skills develop to ensure an appropriate level of challenge. Ideally add small world resources to the construction area to encourage children to combine resources and take their play/language further.	
<b>Pure Skills:</b>	<b>Facilitative skills:</b>	<b>Adult Role:</b>
Transporting larger objects Early building - horizontal and vertical stacking. Bridging - using two blocks to support a third. Enclosing - using bridging techniques to create an enclosed space.	Take turns and work co-operatively, sharing space and equipment. Taking others' ideas and resolving conflict Communicate - predict, explain, compare and describe. Fine motor and gross motor control and precision Labelling designs with signs and captions Developing special awareness. Counting and counting on. Exploring how shape and weight effects movement and motion. Experiencing scale. Investigating what happens to an object as you manipulate it.	<ul style="list-style-type: none"> <li>Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.</li> <li>Ask open ended questions.</li> </ul> <b>Questioning</b> <ul style="list-style-type: none"> <li>How can you fix that?</li> <li>What could you do differently?</li> </ul>

	<p>Exploring trajectory. Exploring stability. Collecting information through observation. Problem solving - is this brick the right length/shape for the structure, do I need one that it longer/shorter to balance.</p>	<ul style="list-style-type: none"> <li>• Can you create a design for what you want to build? What will it show?</li> <li>• What would happen if you...?</li> <li>• How can you use this block differently?</li> </ul>
--	--	---

### Progression of skills for the small world area

Progression	Initiates and represents objects as another	Represents their environment	Creates a narrative around play	Recalls past events	Resources to facilitate
<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Exceeding</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Emerging</div>	<p>Represents a range of resources as chosen objects. Able to find a resource for a given purpose to fit in with their narrative Able to find the most suitable resource available to fit theme. Adapts those available e.g. sticks, wheels and draws windows on box to make a bus.</p>	<p>Children design and imagine their own story setting. Create an environment that they have imagined i.e. lava pool or dinosaur world.</p>	<p>Builds on story language to extend narratives. Responds to comments made by peers in order to extend narratives further</p>	<p>Able to intertwine their own experiences with the experiences of others in order to extend play. Creates shared narratives by drawing on experiences</p>	<p>Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage, Mini me character photos. Animals (organised into animal groups)</p>
	<p>Represents objects as different objects and explains what they are (e.g. This is my car.) Talks expressively about the object they have represented as something else. Uses available resources to support</p>	<p>Represent/create environments from stories</p>	<p>Uses some story language in their play - familiar lines from stories, familiar story themes i.e. I'll huff and I'll puff and I'll blow your house down.</p>	<p>Articulates thoughts and feelings through narrative. Draws on their own feelings and emotions of events and demonstrates these during play i.e. that makes policeman sad</p>	<p>Characters from familiar stories Doll's house and house furniture Mini me character photos Animals Fantasy characters - pirates Recycled/ open ended materials</p>

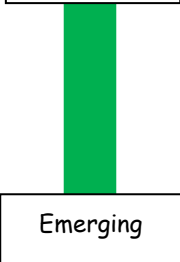
	theme i.e. uses a box as a bus				
	Imitates sounds i.e. a baby crying or a dog barking. Uses objects as what they are. Imitates sounds (e.g. vehicles and animals)	Represent an environment that they are familiar with e.g. home	Explains their actions in small world play (e.g. Pretend the dinosaur is roaring.)	Draws on their own personal experiences during play.	Artificial grass Coloured fabric Cars, vehicles Figures from stories/ Fairy-tale characters Animals

<b>Possible Resources:</b>	<b>Additional Resources:</b>	<b>Key Vocabulary:</b>
<p>Animals from different habitats: sea animals, jungle animals, reptiles, dinosaurs, farm animals etc.</p> <p>Train track/trains</p> <p>Cars/vehicles</p> <p>Fabrics of different colours -brown, blue, green, white to create different habitat scenes.</p> <p>Imaginative play - fairies, dragons/knights, pirates etc.</p> <p>Small world people (representing different cultures)</p> <p>Cut-off pieces of artificial grass</p> <p>Slices of wood/small logs</p> <p>Greenery (small artificial plants, pieces of ivy etc)</p> <p>Cotton reels</p> <p>Glass pebbles</p> <p>Shells, pebbles, Pinecones</p> <p>Small wooden slices to encourage building/enclosure</p>	<p>Cable reels and crates provide great small world stations, where children's interests and fascinations can be developed and learning can be deepened related to lines of enquiry/topic.</p> <p>Provide open-ended resources to allow children to set up their own scenes</p> <p>Add quality fiction/non-fiction/rhymes texts.</p> <p>Consider - 'What learning do I want to see here?' and 'How does this area meet the needs'</p> <p>Ideally, small world should be linked to construction to allow children to combine materials and develop their play/language further.</p> <p>Ensure all baskets/containers are labelled to allow children to tidy independently and take on responsibility for their learning space</p>	<p>Name animals, habitats, rooms in houses, types of houses - bungalows, flats, mobile, 2 storey, garden, garage, grass, caravan, house boat, maths - sizes, Family members, people who help us.</p> <p>Name 10-20 animals.</p> <p>Farm animals, wild animals, pets, sea animals</p>
<b>Key considerations:</b>	Diversity, varied resources, link to books that are being read.	
<b>Pure Skills:</b>	<b>Facilitative Skills:</b>	<b>Adult Role:</b>
Communication based skills developed and fine motor.	<p>Co-operate, take turns and share demonstrating negotiation skills</p> <p>Develop confidence, self-esteem and self-control.</p> <p>Re-enacting real life situations and familiar experiences</p> <p>Work independently and access the resources needed.</p> <p>Work as part of a group, taking on different roles.</p>	<ul style="list-style-type: none"> <li>Facilitate play- help to create a "story" through commentary and mapping</li> <li>Model vocabulary and language</li> <li>Support children in how to effectively resolve conflicts</li> </ul>



	<p>Respect others ideas and accommodate them within play.          Show initiative when developing ideas.          Reflect on feelings as part of that role e.g. in a hospital.          Use language and extend vocabulary          Develop fine motor skills and co-ordination through manipulating real life          Develop co-ordination through doing fastenings on clothes, pouring from teapots, setting the table, dressing dolls etc.          Use imagination to develop stories.          Develop mark-making skills by creating menus, diaries, pictures, price lists.          Exploring mathematical concepts relating to money, capacity, size, weight.          Problem solving e.g. how much money for this item?          Develop concept of time e.g. breakfast, dinner, bed time.          Explore and recognise features of how things work.</p>	<ul style="list-style-type: none"> <li>Develop the use of props e.g. materials for costumes, boxes for vehicles etc.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>What might happen next to...?</li> <li>Why does...?</li> <li>How could we...?</li> </ul>
--	---	---

### Progression of skills for the role play area


Progression	Expresses emotions and feelings	Acts in role	Creates a narrative around play	Recalls past events	Resources to facilitate play
<div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Exceeding</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Emerging</div> </div>	<p>Expresses a range of emotions through role play. Demonstrates empathy towards others. Considers some simple feelings of others and adapts own actions accordingly</p>	<p>Plays as different roles. Uses different voices and expressions.          Takes on a range of roles confidently          Uses imagination with available props to support play</p>	<p>Uses story language and story features to create a narrative of their own. Creates shared narrative and responds to comments of peers in order to keep play going</p>	<p>Able to intertwine their own experiences with the experiences of others</p>	<p>Material, scarves, cloaks Hats, ties, bags, purses, jewellery, fabric, boxes, open ended resources</p>

	Expresses some emotions through role play (i.e. acts excited when having a party). Shows an awareness of the feelings of other 'characters' feelings in joint role play Responds appropriately to the emotions of other 'characters' (i.e. baby is crying)	Dresses in different outfits to become different characters. Uses props to develop their chosen character role. Acts out both familiar and imaginative scenarios Draws on own experiences during play. Draws on experiences from stories during play	Uses some language acquired through stories during role play i.e. We're Going on a Bear Hunt or Run, Run as fast as you can. Describes what they are doing in their role play	Articulates thoughts and feelings through narrative.	Till and coins Selection of play food Household objects Role play outfits Begin to introduce more open-ended resources Babies and baby clothes.
	Laughs and smiles in role. Pretends to cry in role	Plays in role as themselves in situations that are within their experience. Re-enacts simple experiences i.e., making tea, feeding baby	Talks about and explains their actions in role play. Draws simple words from own experiences to engage with role play i.e. go to work now	Re-enacts their experiences through a narrative	Selection of play food Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc. Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit

<p><b>Possible Resources:</b></p> <p>Play furniture including. Cooker, Washing machine, Fridge freezer and cupboard, Iron, House keys, Table with 4 place settings Play food Dolls and clothing Telephone, message pad and pens Clipboards Street café resources with till Role play clothes including; People who help us items - clothing and props Den frame, cloth and pegs Not all equipment is out at the same time and children will be encouraged to "modify and change" to suit their play, for e.g. Make a hospital, school, castle, den</p>	<p><b>Additional Resources:</b></p> <p>Add enhancements for children to develop their own interests or explore things happening in their own lives - pets, picnic sets, shop resources, festival resources etc. Add boxes of fabrics and pegs so children can take on any role, rather than particular costumes</p>	<p><b>Key Vocabulary:</b></p> <p>Identify types of food - fruit, veg pasta, bread, rice noodles and its origin.</p>
<p><b>Key considerations:</b></p>		


Pure Skills:	Facilitative skills:	Adult Role:
<p>Communication based skills developed- no pure skills</p>	<p>Co-operate, take turns and share demonstrating negotiation skills. Develop confidence, self-esteem and self-control. Re-enacting real life situations and familiar experiences. Work independently and access the resources needed.</p> <p>Work as part of a group, taking on different roles.</p> <p>Respect others ideas and accommodate them within play.</p> <p>Show initiative when developing ideas.</p> <p>Reflect on feelings as part of that role e.g. in a hospital.</p> <p>Use language and extend vocabulary</p> <p>Develop fine motor skills and co-ordination through manipulating real life</p> <p>Develop co-ordination through doing fastenings on clothes, pouring from teapots, setting the table, dressing dolls etc. Use imagination to develop stories.</p> <p>Develop mark-making skills by creating menus, diaries, pictures, price lists. Exploring mathematical concepts relating to money, capacity, size, weight.</p> <p>Problem solving e.g. how much money for this item?</p> <p>Develop concept of time e.g. breakfast, dinner, bed time.</p> <p>Explore and recognise features of how things work.</p>	<ul style="list-style-type: none"> <li>• Facilitate play- help to create a "story" through commentary and mapping</li> <li>• Model vocabulary and language</li> <li>• Support children in how to effectively resolve conflicts</li> <li>• Develop the use of props e.g. materials for costumes, boxes for vehicles etc.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• What might happen next to...?</li> <li>• Why does....?</li> <li>• How could we...?</li> </ul>

## Progression of skills in the sand area

Progression	Dig	Mould	Sieve	Bury / enclose	Resources
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Exceeding</div> 	<p>Selects the most appropriate scoop/ spade for digging. Digs with control. Digs for a desired purpose</p>	<p>Uses a range of containers/ moulds to create intricate sand creations Uses spades/ scoops/ buckets to make sand into desired shapes</p>	<p>Sieves sand for a desired effect Sieves sand for a desired purpose Sieves sand to filter out larger objects</p>	<p>Buries and covers up resources Pats sand down to cover up resources Uses spades/ scoops to bury objects</p>	<p>Potato mashers Colander Kitchen utensils Different sized containers Sieves with small holes/ large holes</p>
	<p>Scoops sand up using scoop/ spade Moves sand from A to B using a spade Loses little sand off the spade Able to dig a hole or space in sand</p>	<p>Free play with hands - makes shapes, heaps and tunnels Fills moulds and shapes and turns over to make shape Recognises that damp sand holds shape</p>	<p>Recognises that dry sand falls freely through fingers/ sieve</p>	<p>Free play with hands. Uses hands to cover up objects</p>	<p>Ice cube moulds Irregular shaped moulds Different sized sieves, Different sized buckets, containers Short handled scoops/ spades</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Emerging</div>	<p>Explores moving sand using spade/ scoops Digs using hands Lifts sand in hands and places back down</p>	<p>Fills containers/ buckets with sand Pats down sand to make it smooth Makes impressions using hands, fingers, knees, arms</p>	<p>Sifts sand through fingers. Explores and observes the way sand moves through sieve</p>	<p>Covers their hands and fingers in sand</p>	<p>Different shaped moulds Buckets spades, scoops - long and short handled Sieves</p>

<b>Possible Resources:</b> sand tray -damp/wet/dry sand graded kitchen utensils - bowls, spoons, scoops, measuring cups, desert bowls, small jugs Jungle and farm animals, Dinosaurs, Insects Moulds Buckets and spades Scoops and rakes Transport vehicles Pebbles, Shells Duplo, play people and vehicles. Natural items e.g. pine cones, logs, twigs, Guttering cut-off's Story books and artefacts inspiration - sand numbers/phonemes/sand art	<b>Additional resources:</b>	<b>Vocabulary:</b> wet, dry, hard, soft, coarse, grainy, stony, pour, scoop, grains, sprinkle, fine, mould, build, pat, rough, sculpt, sieve full empty, heavy, heaviest, light, lighter, course, fine, big, bigger, biggest, large, larger, largest. small, smaller, smallest, the same as, more, less, different
<b>Key considerations:</b>	<b>Safety.</b>	
<b>Pure Skills:</b> Sand texture exploration- wet and dry sand	<b>Facilitative Skills:</b> Take turns, share and work co-operatively Respond to others in their play, including instructions Develop explanations Develop descriptive vocab e.g. wet, cold, smooth, rough Physical development skills, including fine motor skills (common play behaviours) Design and create Language of size, space and shape Matching, sorting and comparison Counting Capacity vocabulary Investigation Prediction- which holds the most/ least? Explore and represent familiar objects in 3D form. Identify, name and describe the patterns they make. Develop observational skills	<b>Adult Role:</b> <ul style="list-style-type: none"> <li>• Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.</li> <li>• Provide different materials- enhance play through supporting tool and material use</li> <li>• Model the use of various equipment</li> <li>• Ask open ended questions</li> </ul> <b>Questioning</b> <ul style="list-style-type: none"> <li>• How can you fix that?</li> <li>• What could you do differently?</li> <li>• What bucket could you use to make a taller/ shorter etc. castle?</li> <li>• What would happen if you...?</li> </ul>

## Progression of skills in the water area

Progression	Pouring	Filling	Transporting	Mixing	Possible resources
<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Exceeding</div>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Emerging</div> </div>	<p>Pours an amount of water into a chosen container. Pours with increased accuracy with less spilling</p>	<p>Fills a container to their intended point of fill Starting to read scales when filling</p>	<p>Spills little or no water when transporting Does not fill the container to the top - shows an awareness of how much they can carry without spilling Plans and uses the most effective ways to transport water to avoid spillages</p>	<p>Understands what will happen to the water when they mix it Loses little or no water when mixing</p>	<p>Spoons with slots and holes in Measuring spoons Different sized spoons Jugs with spouts Jugs with handles Piping Pipettes, basters</p>
	<p>Pours slowly into an intended place (e.g. Back into the tray or in another container so none is lost.</p>	<p>Fills containers with increasing control. Fills containers with a desired amount</p>	<p>Carefully carries water from A to B but spills a little Explores using a range of resources and techniques to transfer water for example pipettes</p>	<p>Mixes slowly so none spills. Increased control when mixing Mixes with a goal in mind for example to make potions</p>	<p>Different sized containers Pots and pans Colanders Kitchen utensils Natural materials Funnels</p>
	<p>Tips to pour quickly Drops objects into the water Observes as they pour water from container to container Observes the way water moves</p>	<p>Fills containers until they overflow Randomly fills different containers</p>	<p>Carries water from A to B but spills large amounts of water along the way Explores the way water moves and is transported Tries to catch water as it is transported</p>	<p>Explores the way water moves as they mix and stir it Spills some water when mixing</p>	<p>Different sized beakers Different sized containers Irregular shaped containers Buckets Water wheel</p>

<p><b>Possible Resources:</b></p> <p>Graded cylinders  Different shape 1 litre volume containers  Graded funnels  Various metal containers; tea pots, bowls, colanders, spoons  Graded measuring beakers</p>	<p><b>Additional resources:</b></p> <p>Range of pumps  Water wheel  Corks  Natural materials e.g. shells / pebbles  Non-standard measuring containers  Range of role play figures: people divers sea creatures dolphins / whales</p>	<p><b>Vocabulary:</b></p> <p>Full, empty, half-full, half-empty, more, less, pour, push, move, contain, float, sink, under, beneath, on top, splash, drip, spill, overflow, absorb, one two three etc. many, few, most, least, first, second, third, liquid, solid, freeze, dilute, dissolve, speed, quickly, slowly, evaporate, soak, squeeze, splash, reflection, fragment, displace, force, flow, pace, separate, join, dry, drying, wet, damp.</p>
<p><b>Key considerations:</b></p>	<p><b>Safety</b>  <b>Stagnant water - legionnaire</b></p>	
<p><b>Pure Skills:</b></p> <p>Changes of state- freezing, melting, evaporating  Viscosity- changes uses flour, cornflour etc.  Sinking and floating  Absorbency  Water pressure</p>	<p><b>Facilitative skills:</b></p> <p>Take turns, share and work co-operatively.  Respond to others in their play, including instructions  Develop explanations  Develop descriptive vocab e.g. wet, cold, warm, bubbly  Physical development skills, including fine motor skills (common play behaviours)  Investigation  Prediction- which holds the most/ least?  Develop observational skills  Estimation  Mathematical skills- fractions, capacity, counting</p>	<p><b>Adult Role:</b></p> <ul style="list-style-type: none"> <li>• Building language skills through modelling and engaging- descriptive, mathematical, explanation, questioning, etc.</li> <li>• Provide different materials- enhance play through supporting tool and material use</li> <li>• Model the use of various equipment</li> <li>• Ask open ended questions</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• How can you fix that?</li> <li>• What could you do differently?</li> <li>• What bucket could you use to make a taller/ shorter etc. castle?</li> <li>• What would happen if you...?</li> </ul>

## Progression of skills for areas of learning

### Progression of skills for communication and language

Listening, Attention and Understanding			Speaking						
<b>Listening, Attention and Understanding.</b>									
<p><b>Birth-Three</b>            Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. C&amp;L.B-3(a)            . Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.            . Watch someone's face as they talk. C&amp;L.LA&amp;U.B-3(c)            . Recognise and are calmed by a familiar and friendly voice.            . Listen and respond to a simple instruction. C&amp;L B-3(g)            . Understand single words in context - 'cup', 'milk', 'daddy'. C&amp;L.B-3(0)            . Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. C&amp;L.B-3(p)            . Understand simple instructions like "give to mummy" or "stop". C&amp;L.B-3(q)            . Recognise and point to objects if asked about them. C&amp;L.B-3(r)            . Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. C&amp;L.B-3(s)            . Listen to other people's talk with interest but can easily be distracted by other things. C&amp;L.B-3(t)            . Listen to simple stories and understand what is happening, with the help of the pictures. C&amp;L.B-3(1)            . Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. C&amp;L.B-3(2)            . Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. C&amp;L.B-3(3)            . Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'. C&amp;L.B-3(4)</p>			<p><b>Three- Four Years</b>            . Enjoy listening to longer stories and can remember much of what happens. C&amp;L.3-4(a)            . Can find it difficult to pay attention to more than one thing at a time. C&amp;L.3-4(b)            . Use a wider range of vocabulary. C&amp;L.3-4(c)            . Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." C&amp;L.3-4(d)            . Understand 'why' questions, like " Why do you think the caterpillar got so fat?" C&amp;L.3-4(e)</p>		<p><b>Reception</b>            . Understand how to listen carefully and why listening is important. C&amp;L.REC(a)            . Learn new vocabulary. C&amp;L.REC(b)            . Use new vocabulary through the day. C&amp;L.REC(c)            . Listen to and talk about stories to build familiarity and understanding. C&amp;L.REC(k)            . Listen carefully to rhymes and songs, paying attention to how they sound. C&amp;L.REC(n)            . Learn rhymes, poems and songs. C&amp;L.REC(o)            . Engage in non-fiction books. C&amp;L.REC(p)            . Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&amp;L.REC(q)</p>		<p><b>Listening, Attention and Understanding. - ELG .</b>            .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. C&amp;L.LAU.ELG            . <b>Make comments about what they have heard and ask questions to clarify their understanding. C&amp;L.LAU.ELG</b>            . <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. C&amp;L.LAU.ELG</b></p>		
<b>Listening to others.</b>	I turn to people talking and gaze at them. I watch their face.	I can listen and respond to simple instructions. I listen to stories.	I enjoy listening to stories.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books.	I listen attentively during discussions as a class, with peers and with my teacher. C&L.LAU. ELG		



			I can only listen to one thing at a time.					
<b>Asking questions.</b>	I understand simple questions e.g. "who is that?"	I understand questions that involve two actions.	I understand 'why' questions and respond appropriately to them.	I can ask questions about stories that have been read to me and I have read. C&L. LAU. ELG			I can ask questions in discussions when 1:1, in small groups and larger class discussions. C&L. LAU. ELG	
<b>Having conversations</b>	I copy facial expressions. I act on sentences e.g. "get your coat".	I am using a wider range of vocabulary.	I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.	I can listen carefully during discussions.	I use new vocabulary in my conversations.	I can listen attentively and respond appropriately during conversations. C&L. LAU. ELG	I can hold a conversation with my peers and teachers back and forth.

### Speaking

<p><b>Birth-Three</b></p> <ul style="list-style-type: none"> <li>. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. C&amp;L.B-3(d)</li> <li>. Enjoy singing, music and toys that make sounds. C&amp;L B-3(e)</li> <li>. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). C&amp;L.B-3(h)</li> <li>• Babble, using sounds like 'ba- ba', 'mamama'. C&amp;L.B-3(i)</li> <li>• Use gestures like waving and pointing to communicate. C&amp;L.B-3(j)</li> <li>. Reach or point to something they want while making sounds. C&amp;L.B-3(k)</li> <li>. Copy your gestures and words. C&amp;L.B-3(l)</li> <li>. Constantly babble and using single words during play. C&amp;L.B-3(m)</li> <li>. Use intonation, pitch and changing volume when 'talking'. C&amp;LB-3(n)</li> <li>. Can become frustrated when they can't make themselves understood. C&amp;L.B-3(u)</li> <li>• Start to say how they are feeling, using words as well as actions. C&amp;L.B-3(v)</li> </ul>	<p><b>Three- Four Years</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs. C&amp;L.3-4(f)</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. C&amp;L.3-4(g)</li> <li>. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. C&amp;L.3-4(h)</li> <li>. May have problems saying"- Some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. C&amp;L.3-4(i)</li> <li>. Use longer sentences of four to six words. C&amp;L.3-4(j)</li> <li>. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. C&amp;L.3-4(k)</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>. Learn new vocabulary. C&amp;L.REC(b)</li> <li>. Use new vocabulary through the day. C&amp;L.REC(c)</li> <li>. Ask questions to find out more and to check they understand what has been said to them. C&amp;L.REC(d)</li> <li>. Articulate their ideas and thoughts in well-formed sentences. C&amp;L.REC(e)</li> <li>. Connect one idea or action to another using a range of connectives. C&amp;L.REC(f)</li> <li>. Describe events in some detail. C&amp;L.REC(g)</li> <li>. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. C&amp;L.REC(h)</li> <li>. Develop social phrases. . C&amp;L.REC(i)</li> <li>. Engage in story times. . C&amp;L.REC(j)</li> <li>. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. C&amp;L.REC(l)</li> <li>. Use new vocabulary in different contexts. C&amp;L.REC(m)</li> </ul>	<p><b>Speaking- ELG .</b></p> <ul style="list-style-type: none"> <li>. <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. C&amp;L.SP.ELG</b></li> <li>• <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. C&amp;L.SP.ELG</b></li> <li>• <b>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. C&amp;L.SP.ELG</b></li> </ul>
--	---	---	---

<p>. Start to develop conversation, often jumping from topic to topic. C&amp;L.B-3(w)</p> <p>. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. C&amp;L.B-3(x) Adult to add in speech and conversation.</p> <p>. Use the speech sounds, p, b, m, w. C&amp;L.B-3(y)</p> <p>. Are usually still learning to pronounce:- /l/r/w/y f/th. s/sh/ch/ dz/ j multi-syllabic words such as 'banana' and 'computer'. C&amp;L.B-3(z)</p>		<p>. Can start a conversation with an adult or a friend and continue it for many turns. C&amp;L.3-4(l)</p> <p>. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver." C&amp;L.3-4(m)</p>		<p>. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&amp;L.REC(q)</p>				
<b>Holding discussions with others.</b>	I can copy adults taking turn in conversations. I try to copy adult speech.	I use gestures and copy gestures and words. I am beginning to develop conversation.	I can express my point of view using words and actions.	I can start a conversation and continue it.	I can use talk to resolve my problems.	I can hold a conversation with my peers and teachers back and forth.	I can explain why things happen and use new vocabulary during these discussions C&L.SP.ELG	
<b>Vocabulary and explanations</b>	I copy the words adults make around me.	I am learning rhymes. I can express my point of view.	I can use talk to organise my play.	I learn new vocabulary. I use this throughout the day.	I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.	I use recently introduced vocabulary in discussions. I explain why things happen. C&L.SP.ELG		
<b>Progression of a child's speech.</b>	I am babbling. I am copying adults speech. I use the speech sounds p,b,m,w.	I am still learning to pronounce l,r,w,y,f,th,s,sh,ch,dz,j. I am still learning to pronounce longer words such as 'banana' and 'computer'.	I may have problems with irregular tenses such as 'runned' or 'swimmed'.	I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.	I am using longer sentences of 4 - 6 words.	I can articulate my ideas and thoughts through well-articulated sentences.	I use connective s in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses. C&L.SP.ELG

## Progression of skills in PSED

Self-regulation	Managing Self				Building Relationships							
<b>Self-regulation</b>												
<b>Birth-Three</b> . Find ways to calm themselves, through being calmed and comforted by their key person. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. . Find ways of managing transitions, for example from their parent to their key person. . Feel strong enough to express a range of emotions. . Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. . 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. • Be increasingly able to talk about and manage their emotions. . Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because ...." Or "I love it when..."					<b>Three- Four Years</b> . Increasingly follow rules, understanding why they are important. . Do not always need an adult to remind them of a rule. . Develop appropriate ways of being assertive. . Talk with others to solve conflicts. . Talk about their feelings using words like, 'happy' 'sad,' 'angry' or 'worried'. . Begin to understand how others might be feeling.			<b>Reception</b> . See themselves as a valuable individual. . Express their feelings and consider the feelings of others. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others.		<b>Writing- ELG .</b> . Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG  • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG  • 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. PSED.S-R.ELG		
<b>Managing own emotions and feelings.</b>	I can calm myself and be calmed by others.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy".	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG					
<b>Understanding others emotions and feelings.</b>	I engage with others, including to reach my own goals.		I am beginning to understand how others might be feeling through facial expressions and body language.		I consider the feelings of others e.g. going to children who are upset		I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG					
<b>Behaviour</b>	I can find a way to cope when my parent leaves me.	I am growing in independence, but this can lead me to become frustrated.	I am developing my control and am beginning to turn take and impulses to push or hurt others.	I am following rules more without reminders.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately at all times. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG			

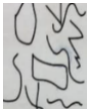
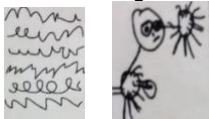
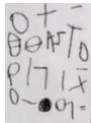
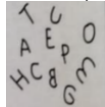
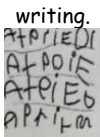
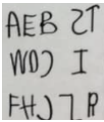
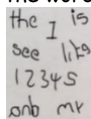
<b>Managing Self</b>						
<b>Birth-Three</b> Establish their sense of self. . Express preferences and decisions. They also try new things and start establishing their autonomy.	<b>Three- Four Years</b> . Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. . Develop their sense of responsibility and membership of a community. . Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.			<b>Reception</b> . Show resilience and perseverance in the face of challenge.  . Manage their own needs.	<b>Writing- ELG .</b> . <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED.MS.ELG</b>  • <b>Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG</b>  • <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG</b>	
<b>Understanding myself, my preferences and emotions.</b>	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. having juice or milk.	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities. PSED.MS.ELG	I show perseverance in the face of challenge. PSED.MS.ELG
<b>Following rules</b>	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders.	I can explain the reasons for why we have rules. PSED.MS.ELG	I know right from wrong and I try to behave accordingly. PSED.MS.ELG
<b>Managing my needs and feelings.</b>	I can express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.	I am managing my own needs more frequently.	I am developing in confidence, independence, resilience and perseverance. PSED.MS.ELG	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. PSED.MS.ELG	
<b>Building Relationships</b>						
<b>Birth-Three</b> Establish their sense of self. . Thrive as they develop self-assurance. . Look back as they crawl or walk away from their key person. . Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. . Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. . Develop friendships with other children.		<b>Three- Four Years</b> . Become more outgoing with unfamiliar people, in the safe context of their setting. . Show more confidence in new social situations. . Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.			<b>Reception</b> . See themselves as a valuable individual. . Build constructive and respectful relationships. . Think about the perspectives of others.	<b>Writing- ELG .</b> . <b>Work and play co-operatively and take turns with others. PSED.BR.ELG</b> . <b>Form positive attachments to adults and friendships with peers. PSED.BR.ELG</b> . <b>Show sensitivity to their own and to other's needs. PSED.BR.ELG</b>

<b>Confidence</b>	I am beginning to have confidence in myself. I am playing on my own and with others.	I show confidence when being taken out of my setting by my key person.	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG	
<b>Friendships</b>	I have created attachments in nursery to peers or my key person.	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. PSED. BR. ELG	I work and play co-operatively, including turn taking, with others. PSED. BR. ELG
<b>Other's and their feelings.</b>	I am building friendships with others.	I ask questions about people - including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs.. PSED. BR. ELG	

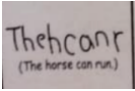
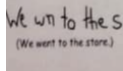
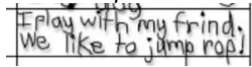
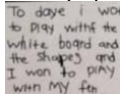
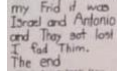
## Progression of skills in Physical Development

Fine motor skills - linked to writing		Gross Motor skills - linked to P.E	
Fine Motor skills			
<p><b>Birth-Three</b>            Enjoy drawing freely.            . Add some marks to their drawings, which they give meaning to. For example: "That says mummy."            Make marks on their picture to stand for their name.  <u><b>HANDWRITING</b></u>            Develop manipulation and control. PD.FMS.B-3            . Explore different materials and tools. PD.FMS.B-</p>	<p><b>Three- Four Years</b>            . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. WRITE.3-4            • Write some or all of their name. WRITE.3-4            . Write some letters accurately. WRITE.3-4  <u><b>HANDWRITING</b></u>            .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4            .Show a preference for a dominant hand. PD FMS.3-4</p>	<p><b>Reception</b>            . Form lower-case and capital letters correctly. WRITE. Rec            . Spell words by identifying the sounds and then writing the sound with letter/s. WRITE. Rec            . Re-read what they have written to check that it makes sense. Rec            . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. WRITE. Rec  <u><b>HANDWRITING</b></u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS.            Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS.</p>	<p><b>Writing- ELG .</b>            . Write recognisable letters, most of which are correctly formed. WRITE.ELG            • Spell words by identifying sounds in them and representing the sounds with a letter or letters. WRITE.ELG            • Write simple phrases and sentences that can be read by others. WRITE.ELG  <u><b>HANDWRITING</b></u>            . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS. ELG</p>

## Progression of skills for writing





<p><b>Birth-Three</b></p> <p>-Enjoy drawing freely.</p> <p>-Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Make marks on their picture to stand for their name.</p> <p><b>Handwriting</b></p> <p>. Develop manipulation and control. PD.FMS.B-3</p> <p>. Explore different materials and tools. PD.FMS.B-3</p>		<p><b>Three- Four Years</b></p> <p>. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writing.3-4</p> <p>. Write some or all of their name. Writing.3-4</p> <p>. Write some letters accurately. Writing.3-4</p> <p><b>Handwriting</b></p> <p>.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</p> <p>.Show a preference for a dominant hand. PD FMS.3-4</p>		<p><b>Reception</b></p> <p>. Form lower-case and capital letters correctly. Writing-Reception</p> <p>. Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception</p> <p>. Re-read what they have written to check that it makes sense. Writing-Reception</p> <p>. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception</p> <p><b>Handwriting</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.</p>		<p><b>Writing- ELG .</b></p> <p>. Write recognisable letters, most of which are correctly formed. Writing-ELG</p> <p>. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG</p> <p>. Write simple phrases and sentences that can be read by others. Writing-ELG</p> <p><b>Handwriting</b></p> <p>. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p>	
<p><b>Early Steps</b></p> <p><b>Making Marks</b></p>	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks</p> <p><b>Attempts to write name</b></p> 	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning.</p> <p><b>Writes name from memory</b></p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
<p><b>Developing Writing</b></p> <p><b>Words</b></p>	<p>I am beginning to hear initial sounds and attempt to write these down.</p> <p><b>m - mum letter for name</b></p>	<p>I can hear initial sounds in words and write the letters down to match.</p> <p><b>c - cat d- dog p - pig</b></p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.</p> <p><b>muy - mummy pto - potato sbr - strawberry</b></p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p><b>at in up cat dog pig</b></p>	<p>I can write High Frequency decodable and tricky words from memory.</p> <p><b>mum dad. and can</b></p> <p><b>I go to the no into</b></p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</p> <p><b>buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</b></p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts</p> <p><b>Phase 2, 3 and 4 HF words</b></p>



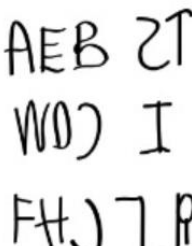
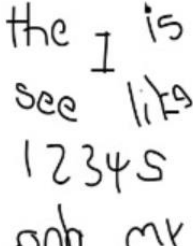



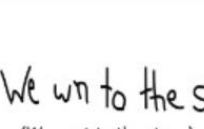
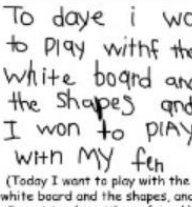

							<b>Adjacent consonants</b> <b>Alternative graphemes</b> <b>Split digraphs- home make</b>
<b>Developing Writing Sentences</b>	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it.  <b>Repeats &amp; recalls</b>	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
<b>Text forms and purposes</b>	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.




<p><b>Possible Resources:</b></p> <p>Range of mark-making equipment, e.g., graded pens, pencils, felt pens etc.  Whiteboards  Dry wipe pens  Staplers, hole punch, Sellotape  Writing frames for: stories, books, postcards, shopping lists, letter writing  Trays boxes for storage  Various types of paper, envelopes, invitations, cards, letters.  Word banks  RWI sound mats</p>	<p><b>Additional resources:</b></p> <p>Display showing different types of mark making: list, letter, picture, book, card and different types of "marks"  Challenge basket - letters of the week</p>	<p><b>Vocabulary:</b></p>
<p><b>Key considerations:</b></p>	<p>Add writing scaffolds so children can write with purpose and practice/consolidate focused activity learning. Make sure there are learning opportunities and this is not just a storage space.  Allow for adapted teaching - from mark making to initial letters and building up to sentence writing - ensure all children can access the learning in this area.</p>	
<p><b>Pure Skills:</b></p>	<p><b>Facilitative skills:</b></p>	<p><b>Adult Role:</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> </ul>

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
--	---	---	---


 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
---	---	--	---

 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>
---	--	---	---

## Progression of skills for reading

Progression	Verbal rhyming and alliteration	Joining in with stories that are read to me	Recognising print and books	CEW	Reading fluently	Comprehension
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Exceeding</div>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Emerging</div>	I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.			I can read simple sentences and books that include common exception words	I can read aloud sentences with good fluency, using Set 1 and 2 sounds, and RED words using 'Fred in my Head.'	Comprehension- ELG . Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG Anticipate (where appropriate) key events in stories. COMP-ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play COMP-ELG
	<p>I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.</p> <p>I can recognise words with the same initial sound e.g. mum and monkey</p>	<p>In conversation I demonstrate that I understand print has meaning and can have different purposes.</p> <p>I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.</p>	I know the names of the different parts of a book.	<p>I understand some words cannot be sounded out.</p> <p>I can read a few common exception words linked to RWI reading scheme.</p> <p>I can read common exception words when they are included in simple phrase or sentence.</p>	<p>I can identify all the sounds in my books and 10 or more diagraphs.</p> <p>I can sound blend all the words in my books that match to my phonetic ability.</p> <p>I can re-read these books to develop my confidence in reading and my fluency.</p> <p>I can read simple phrases and sentences in my books with some fluency</p>	<p>Reception</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading,</p>

						<p>their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.</p>
	<p>Developing phonological awareness so I can hear rhymes. I can then suggest rhymes.</p>	<p>Developing play around a story read to them</p>	<p>I understand print has meaning and I can read books or be read to.</p>	<p>I can read common exception words when they are included in simple phrase or sentence.</p>	<p>I am developing some phonological awareness - for example spotting words with the same initial sound. I am blending sounds to create words.</p>	<p>Three- Four Years Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary</p>

Progression Comprehension	Questioning	Vocabulary	Inference	Prediction	Explaining	Retrieval	Sequencing
<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Exceeding</div>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Emerging</div> </div>	<p>Answers more complex questions during discussions about a wide range of texts and can extend answers with a 'because'</p>	<p>Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.</p>	<p>Makes rational anticipations of key events in the story through inferences. Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think...</p>	<p>Explains predictions and justifies why they may happen.</p>	<p>Expresses their ideas and views about the characters and events in the story.</p>	<p>Recognised the difference between non-fiction and fiction texts. Retrieves information by finding key words in the text.</p>	<p>Can sequence a class story remembering some details and key events including story specific vocabulary too.</p>
	<p>Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic. Asks more in-depth questions showing a good understanding of the text. Asks questions about key events in the story.</p>	<p>Uses new vocabulary introduced by the teacher when read in a book.</p>	<p>Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.</p>	<p>Make simple predictions from the story based on the story, previously read stories and own life experiences. Predicts key events in the story either before the story is read or during reading the story.</p>	<p>Explain what has been read to them in their own words.</p>	<p>Understands that pictures offer many clues as to what has happened or will happen in a text. Recognises characters, events, titles, images and key information in a text.</p>	<p>Can orally re-tell a story in their own words. Can sequence a simple story- remembering key events.</p>
	<p>Engages in conversation about stories then asks questions. Engages in conversation about stories while answering questions.</p>	<p>Notices words they do not know the meaning of. Discusses word meanings and links new words to known words.</p>	<p>Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher. Beginning to look more in detail at the</p>	<p>Beginning to predict what might happen next when prompted. Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.</p>	<p>Shares opinions of stories - likes and dislikes. Link what has been read to them to their own real life experiences.</p>	<p>Beginning to look more in detail at the pictures and talk about what is happening. Answers simple questions about events that have just happened in a story.</p>	<p>Knows we read from left to right, top to bottom. Can retell a story through images - such as a story map.</p>

			pictures and talk about what is happening				
--	--	--	---	--	--	--	--

<b>Possible Resources:</b>	<b>Additional resources:</b>	<b>Vocabulary:</b>
A range of books, fiction, poetry and non-fiction add books from guided reading/reading scheme that the children can actually read. Story baskets - books & props Don't add too many books - allow children to find their favourite story and put books away with care and respect Books should be in all areas of learning	Add multiple copies of the core text/ guided reading books so children can revisit together and re-tell in their own way	
<b>Key considerations:</b>	SLCN / any areas of SEND	
<b>Pure Skills:</b>	<b>Facilitative skills:</b>	<b>Adult Role:</b>
		Questioning •

## Progression of skills for Maths: (see NCETM Documents)

Counting	Number	Ordering Numbers	One less and subtraction Shape	One more and addition Patterns	Number bonds Weight	Comparing number Length and height	Doubling Time	Sharing and halving Capacity
<p><b>Birth-Three</b></p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Climb and squeeze themselves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns</li> </ul>	<p><b>Three- Four Years</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones - an arch, a bigger triangle, etc.</li> <li>• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>				<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>	<p><b>Number ELG .</b></p> <ul style="list-style-type: none"> <li>• <b>Have a deep understanding of number to 10, including the composition of each number.</b></li> </ul> <p><b>NUM-ELG</b></p> <ul style="list-style-type: none"> <li>• <b>Subitise (recognise quantities without counting) up to 5.</b></li> </ul> <p><b>NUM-ELG</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> </ul> <p><b>Numerical Patterns ELG .</b></p> <ul style="list-style-type: none"> <li>• <b>Verbally count beyond 20, recognising the pattern of the counting system.</b></li> </ul> <p><b>NP-ELG</b></p> <ul style="list-style-type: none"> <li>• <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b></li> </ul> <p><b>NP-ELG</b></p> <ul style="list-style-type: none"> <li>• <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></li> </ul>		

Early Number sense - Counting						
<b>Assessment Focus (1): Object Counting</b>	(a) I can use one-to-one correspondence when counting and understand that the last number said is the number in the set.	(b) I can count up to 5 objects (including different sized objects) moving each as they are counted.	(c) I understand that objects can be counted in any order or arrangement and the answer is still the same.	(d) I can count up to 10 objects (including different sized objects) moving each as they are counted.	(e) I can count out a given amount up to 10 (identified verbally or written) from a greater set.	(f) I can reliably count up to 20 objects moving each as they are counted and also take amounts up to 20 from a greater set.
<b>Assessment Focus (2): Matching quantities and numerals - Counting sets of objects.</b>	(a) I can use one to one correspondence when counting and I understand the last number said is the number in the set	(b) I can count up to 3 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral.	(c) I can count up to 5 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral	(d) I can count up to 10 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral.	(e) I can count up to 20 objects (including different sized objects), moving each as they are counted. I can match the set to the numeral. Count reliably with numbers from 1 to 20. <b>Number ELG</b>	
<b>Assessment Focus (3): Perceptual Subitising</b>	(a) I can recognise familiar arrangements for numbers up to 5 when on a dice or domino	(b) I can identify quantities of objects up to 5 when placed in a dice or domino arrangement	(c) I can identify quantities of objects from 1 to 3 when arranged randomly	(d) I can explore arrangements of quantities within 5 using a ten frame		(e) I can state without counting (subitise) quantities within 5 <b>Subitise (recognise quantities without counting) up to 5. Number ELG</b>
<b>Assessment Focus (4): Counting pictures that cannot be moved.</b>	(a) I can count up to 5 objects, <b>moving</b> each as they are counted	(b) I can count up to 5 pictures that cannot be moved, <b>marking</b> each as they are counted.	(c) I can count up to 10 pictures that cannot be moved, <b>marking</b> each as they are counted	(d) I can count up to 20 pictures, that cannot be moved, <b>marking</b> each as they are counted	(e) I can count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once. <b>Count reliably with numbers from 1 to 20. Number ELG</b>	
<b>Assessment Focus (5): Counting Objects - Counting Beyond Ten</b>	(a) I can count up to 10 objects, moving each as they are counted Count out a group of 10 objects from a greater set	(b) I can recognise that when a ten frame is full this represents 10  Recognise a 10 Numicon Shape	(c) I can arrange a group of 11 to 19 objects into 1 group of 10 plus another group	(d) I can use structured equipment number such as bundles of art straws, Unifix (tower of 10), Ten Frame with counters to create a group of 10 plus another group	(e) I can understand that 'teen' numbers are a group of 10 plus another number	
<b>Assessment Focus (6): Counting Objects - Counting in 10s</b>	(a) I can fill a Tens Frame and know this makes ten items.	(b) I can count out a tower of ten blocks. I know this is one full ten and no spare ones.	(c) I can make a series of tens towers and begin to count the pattern of multiples of 10, e.g., 10, 20, 30.	(d) I can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. I can count in multiples of 10 and identify the number in the set.	(e) I can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. I can count in multiples of 10 and identify the number in the set.	



<b>Assessment Focus (7): Counting Objects - Mathematical Representations and Graphics.</b>	(a) I can represent a given amount up to 3 using marks and pictures and explain my jottings.	(b) I can represent a given amount up to 5 using marks and pictures and explain my jottings.	(c) I can represent a given amount up to 10 using marks and pictures and explain my jottings.	(d) I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.	(e) I can represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.
<b>Assessment Focus (8): Counting Objects - Mathematical Representations</b>	(a) I can represent a given amount up to 3 using objects and pictures.	(b) I can represent a given amount up to 5 using objects and pictures.	(c) I can represent a given amount up to 10 using objects and pictures.	(d) I can represent a given amount up to 20 using objects and pictures.	(e) I can represent my simple mathematical ideas and calculations using objects and pictures.
<b>Assessment Focus (9): Comparing groups of objects or numbers</b>	(a) I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Sets are very obviously different)	(b) I can identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Range up to ten)	(c) I can identify a set that has more and a set that has fewer using the correct language. (Range up to ten)	(d) I can identify a set that has more and a set that has fewer using the correct language. (Range above ten and sets may be similar in amount)	(e) I can identify the difference in number between one set and another. <b>Have a deep understanding of number to 10, including the composition of each number. Number ELG</b>
<b>Numbers- Reading and Writing</b>					
<b>ASSESSMENT FOCUS (1): Reading and ordering numerals</b>	(a) I can name the numerals 1-3 when shown out of order and I can place these numerals in order.	(b) I can name the numerals 1-5 when shown out of order and I can place these numerals in order.	(c) I can name the numerals 1-10 when shown out of order and I can place these numerals in order.	(d) I can name the numerals 1-20 when shown out of order and I can place these numerals in order.	(e) I can confidently identify and name the numeral that is after, before, between numerals to 20.
<b>ASSESSMENT FOCUS (2): Ordering numerals</b>	(a) I can put the numerals 0 to 5 in order when all are given	(b) I can put the numerals 0 to 9 in order when all are given	(c) I can put the numerals 0 to 20 in order when all are given	(d) I can find the numeral that comes before, after or between a given numeral in a range to 20.	(e) I can order a random set of numerals within the range 0 to 20
<b>ASSESSMENT FOCUS (3): Recording numerals</b>	(a) I can make marks to represent numerals.	(b) I can write the numerals 1 to 3 for a given purpose.	(c) I can write the numerals 0 to 5 for a given purpose.	(d) I can write the numerals 0 to 9 for a given purpose.	(e) I can write the numerals 0 to 20 for a given purpose.

<b>Ordering numbers and Number Representations.</b>					
<b>Assessment Focus (1): Ordering pictorial number representations.</b>	<b>(a)</b> I can order the pictorial representations of the numbers from 0-5.	<b>(b)</b> I can order the pictorial representations of the numbers from 0-9.	<b>(c)</b> I can order the pictorial representations of the numbers from 0-20.	<b>(d)</b> I can find the pictorial number representation that comes before, after or between a given pictorial number representation in a range to 20.	<b>(e)</b> I can order a random set of pictorial number representations within the range 0 to 20.
<b>Assessment Focus (2): Ordinal Numbers</b>	<b>(a)</b> I can follow instructions including ordinal numbers for first, second and third. (Lining up. Order in a game/ race)	<b>(b)</b> I can follow instructions including ordinal numbers for first, second, third- tenth. (Lining up. Order in a game/ race)	<b>(c)</b> I can correctly use some ordinal numbers in context, e.g., lining up or racing.	<b>(d)</b> I can correctly use many ordinal numbers in context, e.g., lining up or racing.	<b>(e)</b> I am beginning to read and write ordinal numbers. (Labelling a picture or results of a race)
<b>Assessment Focus (3): Ordering numerals</b>	<b>(a)</b> I can put the numerals 0 to 5 in order when all are given	<b>(b)</b> I can put the numerals 0 to 9 in order when all are given	<b>(c)</b> I can put the numerals 0 to 20 in order when all are given	<b>(d)</b> I can find the numeral that comes before, after or between a given numeral in a range to 20.	<b>(e)</b> I can order a random set of numerals within the range 0 to 20
<b>Finding one less and Subtraction</b>					
<b>Assessment Focus (1): Finding one less/ one fewer (objects)</b>	<b>(a)</b> I understand the concept of finding one less object as removing one amount from within another.	<b>(b)</b> I know that fewer and less mean the same thing, but fewer is used when counting objects and removing/ taking away objects from an existing group. (Working with objects to 5)	<b>(c)</b> I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-5 by using objects, number lines and mental recall.	<b>(d)</b> I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-10 by using objects, number lines and mental recall.	<b>(e)</b> I know that one less is the next number in the counting sequence when counting backwards in ones. -I find the number that is one less within 1-20 by using objects, number lines and mental recall.
<b>Assessment Focus (2): Rote counting backwards</b>	<b>(a)</b> I can join in with rote count backwards from 5 to 1	<b>(b)</b> I can rote count backwards from 5 to 1	<b>(c)</b> I can rote count backwards from 10 to 1	<b>(d)</b> I can rote count backwards from 20 to 1.	<b>(e)</b> I can rote count backwards from larger numbers e.g. 50.
<b>Assessment Focus (3): Counting Back</b>	<b>(a)</b> I understand the concept of take away and counting back one as the removal of one object.	<b>(b)</b> I know that two/three/four less is found by removing two/three/four objects from an existing group of objects	<b>(c)</b> I recognise that two less is one less and another one less, three less is one less, and one less and one less, etc.	<b>(d)</b> I understand and can use number lines to count back small jumps of 1, 2 or 3 more jumps.	<b>(e)</b> I can count back smaller numbers using mental calculation.

<b>Assessment Focus (4): Subtraction - Removing items</b>	(a) I understand that the terms take away / subtract relate to removal of one group from another.	(b) I can remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left. I know the answer is how many are left.	(c) I can remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	(d) I can use some mental calculation skills. <b>Automatically recall number bonds up to 5 (including subtraction facts)</b>	(e) I can subtract a single-digit number from a number greater than 10 using practical equipment
<b>Assessment Focus (5): Problem Solving with subtraction</b>	(a) I can solve simple problems using numbers to 5 with 1:1 support.	(b) I can solve simple problems using numbers to 5 with within a group.	(c) I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. <b>Adding, subtracting and sharing.</b>	(d) I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG</b>	(e) I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. <b>Adding, subtracting and sharing.</b>
<b><u>Finding one more and Addition</u></b>					
<b>Assessment Focus (1): Finding one more</b>	(a) I understand that to find one more, I need to add one object to an existing group of objects.	(b) I understand how to find one more object with sets in a range up to 5 by correctly adding on one more object.	(c) I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-5 by using objects, number lines and mental recall.	(d) I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-10 by using objects, number lines and mental recall.	(e) I know that one more is the next number in the counting sequence when counting forward in ones. -I find the number that is one more within 1-20 by using objects, number lines and mental recall.
<b>Assessment Focus (2): Rote counting forwards</b>	(a) I can join in with rote counting from 1 to 5	(b) I can rote count from 1 to 5	(c) I can rote count from 1 to 10.	(d) I can rote count from 1 to 20.	(e) I can rote count from 1 to 20+ e.g. 50 or 100 <b>I can verbally count beyond 20, recognising the pattern of the counting system. NP. ELG.</b>
<b>Assessment Focus (3): Counting On</b>	(a) I understand the concept of addition as combining sets of objects	(b) I know that two/three/four more is found by adding two/three/four objects to an existing group of objects	(c) I recognise that two more is one more and another one more, three more is one more, and one more and one more, etc.	(d) I understand and can use number lines to count on small jumps of 1, 2 or 3 more jumps.	(e) I can count on smaller numbers using mental calculation.
<b>Assessment Focus (4): Addition - combining sets of objects</b>	(a) I understand the concept of addition as combining sets of objects	(b) I understand that the terms add, total, altogether relate to combining groups of objects	(c) I can combine two groups of objects (total within 5) counting how many are there.	(d) I can combine two groups of objects (total within 10) counting how many are there	(e) I can add two single-digit numbers totaling up to 10, using practical equipment

<b>Assessment Focus (5): Addition using the Part-Part-Whole Model</b>	<b>(a)</b> I am beginning to combine two groups of objects to make a whole.	<b>(b)</b> I recognise that when the groups are combined the number of objects is more than either of the individual groups	<b>(c)</b> I can label the individual groups as <b>parts</b> .	<b>(d)</b> I can label the combined group of objects as the <b>whole</b>	<b>(e)</b> I understand the concept of addition by practically combining sets of objects to find how many using " <b>part - part - whole</b> "
<b>Assessment Focus (6): Addition - First, Then and Now Stories</b>	<b>(a)</b> I am beginning to combine two groups of objects to make a whole.	<b>(b)</b> I can correctly follow an addition story, using First, Then and Now. I use practical equipment and my fingers to find the answers.	<b>(c)</b> I can correctly tell an addition story in the correct sequence using First, Then and Now using practical equipment to support me.	<b>(d)</b> I can correctly retell an addition story using first, then, now. I draw pictures and use the correct numerals to represent the parts and the whole.	<b>(e)</b> I can correctly retell an addition story using first, then and now. I draw out the pictures and record number sentences to represent the story.
<b>Number Bonds and Problem solving</b>					
<b>Assessment Focus (1): Number Bonds</b>	<b>(a)</b> I can understand addition as combining sets of objects.	<b>(b)</b> I can understand the terms add, total, altogether relate to the idea of combining sets of objects.	<b>(c)</b> I can combine two sets (parts) to create <u>five</u> (whole) I can count sets in a range to 5 and practically find different ways using equipment. I can automatically recall number bonds to 5. <b>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG</b>	<b>(d)</b> I can combine two sets (parts) to create <u>ten</u> (whole)  I can count sets in a range to 10 and practically find different ways using equipment.	<b>(e)</b> I can recall the pairs of numbers that bonds to total ten as a set of facts.  <b>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG</b>
<b>Assessment Focus (2): Problem Solving</b>	<b>(a)</b> I can solve simple problems using numbers to 5 with 1:1 support.	<b>(b)</b> I can solve simple problems using numbers to 5 with within a group.	<b>(c)</b> I can solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. <b>Adding, subtracting and sharing.</b>	<b>(d)</b> I can solve simple problems using numbers to 10. I can practically explore different ways using my own ideas. <b>Adding, subtracting and sharing.</b>  <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG</b>	<b>(e)</b> I can solve simple problems using numbers to 20. I can practically explore different ways using my own ideas. <b>Adding, subtracting and sharing.</b>
<b>Comparison</b>					
<b>Assessment Focus (1): More than/less than</b>	<b>(a)</b> I can compare two collections of items that are obviously different using the language 'more' and 'less'.	<b>(b)</b> I can count the amount of each group to find which has more and which has less.	<b>(c)</b> I can compare two groups of the same objects e.g. 2 groups of cubes.	<b>(d)</b> I can compare groups of different objects e.g. one group of cubes and one group of counters.	<b>(e)</b> I can compare two groups of different sized objects (where there are more of the smaller object) e.g. more small beads and less large animal toys.

<b>Assessment Focus (2): Identify groups with the same number of things</b>	<b>(a)</b> I am beginning to understand through stories that groups can be equal.	<b>(b)</b> I can say when a group is 'equal' or 'the same'.	<b>(c)</b> I can check a group is equal by matching objects on a one-to-one basis.	<b>(d)</b> I can change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.		
<b>Assessment Focus (3): Comparing numbers/quantities</b>	<b>(a)</b> I can recognise when a quantity has been unfairly shared e.g. someone getting 5 and the other person getting 3.	<b>(b)</b> I can compare numbers that are far apart from each other (this could be supported with number lines, unifix or Numicon)	<b>(c)</b> I can compare numbers that are near to each other (this could be supported with number lines, unifix or Numicon)	<b>(d)</b> I can compare numbers that are next to each other (this could be supported with number lines, unifix or Numicon)	<b>(e)</b> When shown two numerals I can compare these and say which is greater than, less than or the same as. <b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG</b>	
<b>Doubling</b>						
<b>Assessment Focus (1): Identifying/ Finding sets that have been doubled and sets that have not been doubled.</b>	<b>(a)</b> I can find two sets of objects that are the same with 1:1 adult support. (1-3 objects)	<b>(b)</b> I can find two sets of objects that have the same number with some support. (1-5 objects)	<b>(c)</b> I can independently find two sets of objects that have the same number. (1-5 objects)	<b>(d)</b> I can independently find two sets of objects that have the same number. (1-10 objects)	<b>(e)</b> I can independently find two sets of objects that have the same number. (1-10 + objects- large sets)	
<b>Assessment Focus (2): Understand how to make sets the same in order to double them.</b>	<b>(a)</b> I can make another set that is the same for 1, 2 or 3 objects, with 1:1 adult support.	<b>(b)</b> I can make another set that is the same for 1-5 objects, with some adult support.	<b>(c)</b> I can independently make another set that is the same. (1- 5 objects)	<b>(d)</b> I can independently make another set that is the same. (1- 10 objects)	<b>(e)</b> I can independently make another set that is the same. (1- 10+ objects - large sets)	
<b>Assessment Focus (3): Combine two sets of objects to double a number and count to find an answer.</b>	<b>(a)</b> I can begin to combine two sets of the same small number with 1:1 adult support. I am supported to use 1:1 counting and count all the objects.	<b>(b)</b> I can combine two sets of the same number and count to find the total with some support. (1- 5 objects)	<b>(c)</b> I can independently combine two sets of the same number and count to find the total. (1- 5 objects)	<b>(d)</b> I can independently combine two sets of the same number and count to find the total. (1- 10 objects)	<b>(e)</b> I can independently combine two sets of the same number and count to find the total. (1-10 objects)	
<b>Assessment Focus (4): Combine two numbers (numerals) to double a number. - Developing mental recall.</b>	<b>(a)</b> I am beginning to understand that to double, I need to add the same small number to itself. (1-3)	<b>(b)</b> I understand that to double, I need to add the same small number to itself. I can do this with some support. (1-3)	<b>(c)</b> I understand that to double, I need to add the same number to itself. I can double the numbers 1-5.	<b>(d)</b> I understand that to double, I need to add the same number to itself. I can double the numbers 6-10.	<b>(e)</b> I understand that to double, I need to add the same number to itself. I can double the numbers 10+	

<b>Sharing and Halving</b>					
<b>Assessment Focus (1): Sharing</b>	(a) I understand that when an amount has been shared equally, all the parts are the same.	(b) I can recognise by counting, whether an amount has been shared.	(c) I can use practical equipment to share an amount into equal parts, in real life contexts.	(d) I understand and can <u>identify</u> if a number of items shared into equal parts.	(e) I understand and can <u>explain</u> if a number of items shared into equal parts. <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG</b>
<b>Assessment Focus (2): Halving</b>	(a) I understand that when an amount has been shared equally between two, both parts are the same.	(b) I can recognise by counting, whether an amount has been shared equally between two or not.	(c) I can use practical equipment and equal sharing to find one half of an even number of objects, in real life contexts.	(d) I understand that the terms halving and sharing between two relate to splitting into two equal parts.	(e) I understand that halving is sharing into two equal parts. <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG</b>
<b>Assessment Focus (3): Splitting - Part- Part Whole Model</b>	(a) I can use the word 'whole' to describe a set of objects, e.g., in a group of 6 biscuits, the 'whole' is 6. I can use the word 'part' to describe the individual groups.		(b) I can partition the 'whole' set of objects between two groups, e.g., 6 biscuits with 4 on one plate and 2 on another		(c) I can use the word 'part' to describe each partitioned set of objects, e.g., 6 biscuits with 4 on one plate and 2 on another, the parts are 4 and 2 <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG</b>
<b>Assessment Focus (4): Pairing up - odds and evens.</b>	(a) I can find and make pairs of the same objects.	(b) I can pair up objects into twos from a set and talk about if all the objects have a partner. I can talk about if it is fair or not.	(c) I can begin to talk about if sets are odd and even by pairing up the objects into twos.	(d) I can begin to show an understanding of numbers being odd or even without needing to use objects to pair up.	(e) I can identify if numbers are odd or even by showing an understanding of the pattern of odd and even numbers. (mentally- not using objects) <b>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG</b>
<b>Shape</b>					
<b>Assessment Focus (1): Naming and identifying 2D Shapes</b>	(a) I can identify (point to) some of the common 2-D shapes for star, circle, and square.	(b) I can identify and name the common regular 2-D shapes for circle, square, triangle and rectangle/oblong.	(c) I can name common 2-D shapes including hexagons and pentagons, and I know that rectangles and oblongs are the same shapes.	(d) I securely use the correct terms to name common 2-D shapes, as I describe the 2-D shapes in my pictures, models and work.	(e) I am learning to recognise and name other 2-D shapes such as irregular shapes, and quadrilaterals such as the rhombus, kite and parallelogram.



<b>Assessment Focus (2): Naming and identifying 3D Shapes</b>	<b>(a)</b> I can find/identify 3D shapes from sets of 2D and 3D shapes as I begin to recognise the properties of 3-D shapes.	<b>(b)</b> I can identify (point to) some of the common 3-D shapes, e.g. cube, cone or sphere.	<b>(c)</b> I can recognise and name the common 3-D shapes for cube, cuboid, sphere and cone.	<b>(d)</b> I can securely recognise, name and describe 3-D shapes - cube, cuboid, sphere, cone, cylinder and pyramid in the context of my pictures, models and work.	<b>(e)</b> I am now learning to recognise and name other 3-D shapes such as the different types of pyramids and prisms.
<b>Assessment Focus (3): Describing Shapes</b>	<b>(a)</b> As I play with and explore shapes, I can use informal language such as pointy, round or flat.	<b>(b)</b> I can understand and begin to use the terms, 'straight', 'flat', 'curved' and 'edges' as I explore and identify shapes in the environment.	<b>(c)</b> I can show an understanding that sides and corners refer to <u>2D shapes</u> , and I can identify these on common 2D shapes.	<b>(d)</b> I can show an understanding that faces and solid refer to <u>3D shapes</u> , and I can identify and talk about these on common 3D shapes.	<b>(e)</b> I can describe 2D and 3D shapes, using mathematical language. Including language such as curved, pointed, sides, faces, solid, flat and vertex/vertices (corners on 3D). I can count faces and vertices.
<b>Assessment Focus (4): Spatial Reasoning</b>	<b>(a)</b> I can match simple shapes by finding a shape that is the same.	<b>(b)</b> I can complete a simple jigsaw or shape puzzle.	<b>(c)</b> When completing jigsaws and shape puzzles, I can talk about why shapes will not fit, or why I chose a particular shape.	<b>(d)</b> I can copy 2D and 3D shape arrangements. I can explain where I am placing shapes in relation to one another. (using positional language) I can make 2D and 3D shapes using a range of resources.	<b>(e)</b> I can explain similarities and differences between shapes. I use my understanding of shapes to create my own shape designs, models and templates.
<b>Assessment Focus (5): Using 2D shapes to make pictures.</b>	<b>(a)</b> I can explore using shapes and make arrangements with shapes. (No clear representation)	<b>(b)</b> I can create simple pictures with 2D shapes.	<b>(c)</b> I can create pictures using 2D shapes, and I can name the shapes I used.	<b>(d)</b> I can create pictures with 2D shapes and make careful choices about how shapes can tessellate and fit together.	<b>(e)</b> I can create pictures using a range of 2D shapes. I explain the choices that I have made about how the shapes fit together. I describe the properties of the shapes as I explain.
<b>Assessment Focus (6): Combining shapes to make new shapes - spatial reasoning</b>	<b>(a)</b> I can sort and recognise shapes with the same properties.	<b>(b)</b> I can explore putting shapes together to make different arrangements and shapes.	<b>(c)</b> I can explore putting shapes together to make familiar recognisable shapes.	<b>(d)</b> I can combine shapes to make familiar shapes, and I can name the shapes that I have made.	<b>(e)</b> I can quickly identify how shapes can be placed together to create other shapes without the need for exploration.

<b>Patterns (of a shape not numbers)</b>					
<b>Assessment Focus (1): Repeating Patterns</b>	<b>(a)</b> I can recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal language E.g., spots and points.	<b>(b)</b> I can identify a simple ababab pattern, and I can say what the pattern is. E.g., red, blue, red, blue.	<b>(c)</b> I can talk about, copy, continue and make a simple ababab (2) pattern. I notice mistakes in patterns.	<b>(d)</b> I can talk about, copy, continue and make a simple abcabc patterns (3) and abbabb patterns. I notice mistakes in patterns.	<b>(e)</b> I can recognise, describe, copy, continue, make and correct patterns of number, shape and objects for abcdabcd patterns (4) and AABBCAABBC patterns.
<b>Assessment Focus (2): Symmetrical pictures and models (Reflective Symmetry)</b>	<b>(a)</b> I can recognise shapes and pictures that are the same.	<b>(b)</b> I can recognise when shapes are the same on each side of a line and have two mirror-image halves. I explore by folding and using 'mirror lines' and mirrors.	<b>(c)</b> I can find the two equal halves of a shape by using folding and mirror symmetry.	<b>(d)</b> I can make simple pictures and models that include one reflective line of symmetry. I show an understanding of vertical symmetry (5 years)	<b>(e)</b> I can make more detailed pictures and models that include one reflective line of symmetry. I show an understanding of horizontal symmetry (6 years) and diagonal symmetry (7years)
<b>Measures - Weight</b>					
<b>Assessment Focus (1): Comparing Weights</b>	<b>(a)</b> I can make direct comparisons and compare the weight of 2 items.	<b>(b)</b> I can find another item of similar weight to a given one.	<b>(c)</b> I can use a systematic approach to directly compare each item against another.	<b>(d)</b> I can make direct comparisons and compare and order the weight of 3 items from heaviest to lightest/ lightest to heaviest.	<b>(e)</b> I can make direct comparisons and compare and order the weight of 3+ items from heaviest to lightest/ lightest to heaviest.
<b>Assessment Focus (2): Using balances</b>	<b>(a)</b> I can explore what happens when two objects are placed on each side of a balance scale.		<b>(b)</b> I can use a balance scale to compare the weights of two objects. I understand the lower side is the heavier object and the higher side contains the lighter object.	<b>(c)</b> I understand that if the balance scale is level, the objects being compared are equal in weight.	
<b>Assessment Focus (3): Using mathematical language to describe measuring weight.</b>	<b>(a)</b> I understand that weight refers to how heavy or light an object is.	<b>(b)</b> I can identify (point to) the heavy and light object when asked to.	<b>(c)</b> I can correctly use the term, 'heavy' when referring to an object.	<b>(d)</b> I can correctly use the term, 'light' when referring to an object.	<b>(e)</b> I can correctly use the terms heavy/ heavier, heaviest, light, lighter and lightest as I compare, describe and order the weight of objects.
<b>Assessment Focus (4): Using numbers and values to represent my measuring work.</b>	<b>(a)</b> I understand that the weight of something can be represented by a number.	<b>(b)</b> I understand that to measure the weight of an object on the balance scale, the object must be placed on one side and the counting items placed at the other side, until the balance is level.		<b>(c)</b> I can use non-standard units (which are <u>not</u> uniform, e.g. vary in size) to measure the weight of objects.	<b>(d)</b> I can use non-standard units (which are uniform, e.g. Unifix) to measure the weight of objects.



**Measures - Length and width**

<p><b>Assessment Focus (1): Comparing Lengths</b></p>	<p>(a) I can make direct comparisons and compare the length/height/width of 2 items.</p>	<p>(b) I can find another item of similar length/height/width to a given one.</p>	<p>(c) I can use a systematic approach to directly compare each item against another.</p>	<p>(d) I can make direct comparisons and compare and order the length/height/ width of 3 items from longest/tallest to shortest/shortest to longest/ narrowest to widest.</p>	<p>(e) I can make direct comparisons and compare and order the length of 3+ items from longest/tallest to shortest/ shortest to longest/ tallest/ narrowest to widest.</p>
<p><b>Assessment Focus (2): Direct Comparison of length</b></p>	<p>(a) I understand that if I am going to compare the length/height of two items, they need to be pointing in the same direction.</p>	<p>(b) I understand that if I am going to compare the length/height of two items, it is easier if they line up at one end.</p>	<p>(c) I can line up a set of objects from the same starting point, so that they can be directed compared fairly and correctly.</p>	<p>(d) I can correctly identify the longest/tallest and shortest object in a set by lining items up from the same starting point and comparing fairly.</p>	
<p><b>Assessment Focus (3): Using mathematical language to describe measuring length</b></p>	<p>(a) I understand that length refers to how long or short an object is.</p>	<p>(b) I can identify (point to) the long and short object when asked to.</p>	<p>(c) I can correctly use the term, 'long/ longer/ longest' when referring to an object.</p>	<p>(d) I can correctly use the term, 'short/ shorter/ shortest' when referring to an object.</p>	<p>(e) I can correctly use the terms, long/ longer/ longest, short/ shorter/ shortest', as I compare, describe and order the length of objects.</p>
<p><b>Assessment Focus (4): Using mathematical language to describe measuring height</b></p>	<p>(a) I understand that height refers to how tall or short an object is.</p>	<p>(b) I can identify (point to) the tall and short object when asked to.</p>	<p>(c) I can correctly use the term, 'tall/ taller/ tallest' when referring to an object.</p>	<p>(d) I can correctly use the term, 'short/ shorter/ shortest' when referring to an object.</p>	<p>(e) I can correctly use the terms, tall/ taller/ tallest, short/ shorter/ shortest', as I compare, describe and order the height of objects.</p>
<p><b>Assessment Focus (5): Using numbers and values to represent my measuring work.</b></p>	<p>(a) I understand that the length of something can be represented by a number.</p>	<p>(b) I can use non-standard units (which are <u>not</u> uniform, e.g. vary in size) to measure the length of objects.</p>	<p>(c) I can use non-standard units (which are uniform, e.g. Unifix) to measure the length of objects.</p>		

<b>Measures - Time</b>					
<b>Assessment Focus (1): Using language to describe the passing of time.</b>	<b>(a)</b> I can understand that I can compare events using words such as 'before' and 'after'.	<b>(b)</b> I can use the word 'before', understanding that it refers to preceding a particular event and that the word 'after' refers to following a particular event or item.	<b>(c)</b> I can use the word 'today', understanding that it refers to the current day.	<b>(d)</b> I can use and understand that the word 'yesterday', refers to the day before today and 'tomorrow' refers to the day after today.	<b>(e)</b> I can understand and correctly use language - before, after, yesterday, today, tomorrow
<b>Assessment Focus (2): Measuring time: Sequencing familiar events/the day.</b>	<b>(a)</b> I can talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.	<b>(b)</b> I understand and can use the words 'before' and 'after' when describing the order of two events.	<b>(c)</b> I can use the word 'between', understanding that it refers to the middle, or second of three events.	<b>(d)</b> I can sequence two or three familiar events and describe the sequence using everyday language.	<b>(e)</b> I can sequence four or more familiar events and describe the sequence.
<b>Assessment Focus (3): Days of the Week</b>	<b>(a)</b> I can join in with rhymes for the days of the week in order	<b>(b)</b> I know that some of the words in days of the week rhymes are days	<b>(c)</b> I can name the days of the week (not necessarily in order)	<b>(d)</b> I know the names of the days of the week	<b>(e)</b> I can say the names of the days of the week in order
<b>Measures - Capacity</b>					
<b>Assessment Focus (1): Vocabulary for filling</b>	<b>(a)</b> I can understand that capacity refers to how much a container can hold when it is full		<b>(b)</b> I can use the terms full and empty to describe volume / capacity	<b>(c)</b> I can use the terms nearly full and nearly empty to describe volume	
<b>Assessment Focus (2): Comparing capacities</b>	<b>(a)</b> I can compare the volume of two of the same containers holding different amounts	<b>(b)</b> I can use a systematic approach to compare each identical container against the others	<b>(c)</b> I can order a set of three identical container from most full to least full		<b>(d)</b> I can order a set of three identical container from least full to most full

<b>Assessment Focus (3): Comparing volume</b>	<b>(a)</b> I understand that comparing the volume of two of the same containers that hold different amounts, is easier if they are near to each other	<b>(b)</b> I understand that comparing the volume of two of the same containers that hold different amounts, is easier if their bases are on the same level	<b>(c)</b> I can compare the volumes of two of the same containers that hold different amounts and use the terms more and less
---	---	---	--

<b>Possible Resources:</b>	<b>Additional resources:</b>	<b>Vocabulary:</b>
<p>Resources made available at different points in the year will include:</p> <p>Number cards  Number lines  Natural materials for sorting and classifying  2d and 3d shapes  Large and small dice  Sand timers  Mark making basket  Balance scales and metal scales  Loose parts for exploratory work; glass gems, flower head, wooden discs, beads, frames, mirrors, wooden rings, placemats, buttons, reels. Books to promote mathematic learning/ mathematical stories  Mark-making resources</p>	<p>Add enhancements to support and consolidate new mathematical concepts being taught and an opportunity to revisit previous concepts with those children who need more practice.</p> <p>Add mark-making materials to encourage children to show their mathematical representations.</p> <p>Add mathematical stories to revisit concepts in a given context.</p> <p>Ensure there are 'learning challenges' available in the baskets in provision to model meaningful mathematical exploration - not just baskets full of 'counting objects'.</p>	<p>Number, zero, one, two, three... to twenty and beyond, none, how many...?  count, count (up) to, count on (from, to), count back (from, to)  Count in ones, twos... tens...  more, less, many, few  odd, even  every other  How many times?  pattern, pair</p>
<b>Key considerations:</b>		
<b>Pure Skills:</b>	<b>Facilitative skills:</b>	<b>Adult Role:</b>
		<p>Questioning</p> <ul style="list-style-type: none"> <li>•</li> </ul>

## Progression of skills for Understanding the world

Past and Present		People, Culture and Communities			The Natural World		
<b>Past and Present</b>							
<b>Birth-Three</b> . Make connections between the features of their family and other families. . Notice differences between people.		<b>Three- Four Years</b> . Begin to make sense of their own life-story and family history.		<b>Reception</b> . Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past		<b>Writing- ELG .</b> . Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG • Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	
<b>Finding out about the Past. Comparing to the present.</b>	I am beginning to make sense of my own life-story and family history.	I can comment on fictional/historical figures or familiar objects or situations from the past.	I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past	I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences.	I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG		
<b>Sequences in time- Family History</b>	I can sequence family members according to name/size, e.g. baby, child, adult.	I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do.	I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.	I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG  I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG	
<b>Sequences in time- Vocabulary</b>	I can show some awareness of the time of day, e.g., dinnertime or bedtime.	I can use words to sequence, e.g. first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after.	I can retell my daily routines/ weekly routines in sequence.  I can name the days of the week/ the seasons of the year.	I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG  I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG  I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	

**People, Culture and Communities**

<p><b>Birth-Three</b>          . Make connections between the features of their family and other families.          . Notice differences between people.</p>	<p><b>Three- Four Years</b>          . Show interest in different occupations.          . Continue to develop 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.</p>	<p><b>Reception</b>          . Talk about members of their immediate family and community.          . Name and describe people who are familiar to them. 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.          . Draw information from a simple map.          . Recognise some environments that are different to the one in which they live.</p>			<p><b>Writing- ELG</b> .          . 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. UTW. PC&amp;C.ELG          . 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. UTW. PC&amp;C.ELG          . Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&amp;C.ELG</p>	
<p><b>Celebrations</b></p>	<p>I can comment on <u>recent</u> photographs of experiences in my own life, e.g., my visit to the seaside, park, or farm.</p>	<p>I can comment on <u>recent</u> photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.</p>	<p>I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips.</p>	<p>I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.</p>	<p>I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events.  I can talk about the experiences that others have in celebrating their special times.</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. UTW. PC&amp;C.ELG</p>
<p><b>Places of worship.</b></p>	<p>I know that there are places of worship near to where I live.</p>	<p>I know that there are different places of worship.</p>	<p>I can name different religious places of worship. I can name the Church, chapel and the Mandir.</p>	<p>I know that places of worship are special to people, and I know why people go there.  I can recognise, name, and describe a feature of a familiar place of worship.</p>	<p>I can recognise, name, and describe different religious places.</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. UTW. PC&amp;C.ELG</p>
<p><b>Beliefs</b></p>	<p>I know and can talk about things that I believe.</p>	<p>I know that there are differences in what people believe.</p>	<p>I am developing a positive attitude in understanding about the differences between people.</p>	<p>I can show a positive attitude in talking about and explaining the differences between people.</p>	<p>I can comment on the differences between people's beliefs and how they celebrate and live their lives. I can talk about the main festivals of a religion.</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. UTW. PC&amp;C.ELG          . 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. UTW. PC&amp;C.ELG</p>

<b>Homes</b>	I know what type of home I live in, e.g., house, bungalow or flat.	I can explain key features of my home and the homes of others.	I know that different countries have different homes.	I can compare different types of homes in my own country.	I can compare different types of homes in other countries.	I can 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. UTW. PC&C.ELG
<b>Features of places.</b>	I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom	I can talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences. E.g comparing Messingham to London or Cleethorpes.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the UK.	I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG  I can 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. UTW. PC&C.ELG
<b>Using maps and following directions.</b>	I can identify and name a simple map.  I know that a map has places/features on and what it is used for.  I can follow some positional language such as near, next to, in front of.	I know that the pictures and symbols on a map tells us about the features and places there are. I can identify trees, rivers, and mountains.  I know that directions can be followed and lead to different places  I know that directions can be verbal, pictorial or written	I know that the pictures, symbols, and words on a map represent objects that usually do not move.  I can follow simple directions (Up, down, left/right, forwards/backwards)  I can follow directions using a small toy.  I can direct my friend from point A to B using positional language.	I can draw and create my own maps using real objects, and/or pictures and symbols.  I can talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.	I can find the UK on a simple map.  I can find the land and sea on a map.  I can follow a simple map in of a familiar place (in real-life) finding and naming features. I can locate items on the map.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG  I can 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. UTW. PC&C.ELG
<b>Naming places.</b>	I can talk about my home, e.g., what it looks like, and its name, its number or position.	I can talk about and name the places where I live, e.g., Messingham or Scunthorpe.  I know that more than one home/house is in a village or town.	I am beginning to recall my address such as the name or number, the road/street and the village/town.	I can identify and name the country that I live in.  I show an understanding that not all countries in the world are the same. I begin to talk about the differences.	I can talk about and name the four countries of the United Kingdom I can compare and say what is the same/different about a countries physical or human geography.	I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG  I can 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. UTW. PC&C.ELG

<b>Human Geography</b>	I can talk about what daily life is like in our country.	I can talk about how daily life may be different for other children.	I can make comparisons between daily life for children in different countries.	I can compare daily life in the UK with a contrasting country.	I can 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. UTW. PC&C.ELG	
<b>The Natural World</b>						
<b>Birth-Three</b> . Repeat actions that have an effect. . Explore materials with different properties. . Explore natural materials, indoors and outside.	<b>Three- Four Years</b> Use all their senses in hands-on exploration of natural materials. . Explore collections of materials with similar and/or different properties. . Talk about what they see, using a wide vocabulary. . Explore how things work. . Plant seeds and care for growing plants. . Understand the key features of the life cycle of a plant and an animal. . Begin to understand the need to respect and care for the natural environment and all living things. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice.			<b>Reception</b> . Explore the natural world around them. . Describe what they see, hear and feel whilst outside. . Understand the effect of changing seasons on the natural world around them.	<b>Writing- ELG .</b> . Explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG . 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. UTW. ELG . Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UTW. TNW.ELG	
<b>Changes</b>	I notice changes with some adult support. I can talk about what they see, using a basic vocabulary.	I show awareness of change, as I can talk about the differences between materials and changes that I notice using simple terms to describe.	. I understand that living things, objects and materials can change. I describe what I see, hear and feel whilst exploring inside and outside.		I understand through books and making close observations that living things and materials can change.	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.
<b>Materials</b>	I can talk about materials. (Collections of the same materials, e.g., shells, leaves) I can talk about what I can see.	I can explore collections of different materials with similar and different properties.  I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric etc with adult support.	I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric.  I can use language to describe common features of materials, e.g. colour, texture, size.	I can describe and make comparisons between materials. I can talk about the changes to materials that I notice.	I can experiment with making changes to materials.  I can ask and answer 'how' and 'why' questions, such as how things happened and how things work.  I choose how I can classify objects according to their properties.	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.  I can explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.ELG
<b>Forces and Movement</b>	I can explore how things work.	I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls.	I can explore 'non-contact' forces such as gravity or magnetism.		I notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism.	I understand some important processes and changes in the natural world around them. UTW.TNW.ELG.



			I describe what I see, hear and feel whilst exploring inside and outside.		I can describe and make comparisons.		
<b>Seasonal Change</b>	I can talk about how the weather changes, and that different places/countries have different weather. I can name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.	I can talk about some natural features that I see and feel during different seasons, including different weather. I can talk about the clothes that I need for different seasons/ weather and why.		I can name the four seasons. I can order the four seasons.	I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter.	I notice and describe seasonal weather patterns. I can ask and answer 'how' and 'why' questions.	I understand some important processes and changes in the natural world around them, including the seasons. UTW.TNW.ELG.
<b>Living things - Animals</b>	I can name some animals correctly.  I can use simple language to describe animals.	I can examine animals to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of animals. I can explain a simple lifecycle, E.g., butterfly, chicks, or frogs.	I can talk about what plants need to survive and grow healthily. I can explain where a range of animals live. Describing habitats and some microhabitats.	I make close observations of animals in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that animals change, and I explain a range of lifecycles.		I understand how animals grow and change. UTW.TNW.E L GOAL. I can explore animals in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.
<b>Living things - Plants</b>	I can name some plants correctly. I can use simple language to describe plants, e.g., colour and size.	I can examine plants to find out more about them. I use my senses to explore.	I can use the correct basic scientific vocabulary to describe parts of plants.  I can explain a simple lifecycle, E.g., sunflower, or oak tree.	I can talk about what plants need to survive and grow healthily. I can explain where some plants grow. Describing habitats and some microhabitats.	I make close observations of plants in the natural world. I make comparisons and identify similarities and differences. I understand through books and observations that plants change, and I explain a range of lifecycles.		I understand how plants grow and change. UTW.TNW.E L GOAL. I can explore plants in the natural world, making observations and drawings of plants. UTW.TNW.E L GOAL.
<b>Living things - Conservation</b>	I can show some awareness that living things need to be cared for and treated with respect.		I understand that living things need to be cared for and treated with respect.	I can show care and respect for living things.	I can show care and respect for living things and the environment in which they live.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.	
<b>Sound</b>	I can talk about familiar sounds at home and school.	I understand that sounds can come from a range of sources.	I can identify and describe the source of a range of sounds.	I can explore how to change sounds. I can describe changes in sounds such as loud and quiet, tempo - fast or slow.	I can explain how and why sounds can be changed.	I understand some important processes and changes in sounds in the natural world around them. UTW.TNW.E L GOAL.	

**Progression of skills for Expressive Art and Design**

Art		Design		Being Expressive		Music			
<b>Art</b>									
<b>Birth-Three</b> Notice patterns with strong contrasts and be attracted by patterns resembling the human face. . Start to make marks intentionally. . Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. . Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. . Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. . Use their imagination as they consider what they can do with different materials. . Make simple models which express their ideas.		<b>Three- Four Years</b> . Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order to develop their ideas about how to use them and what to make. . Develop their own ideas and then decide which materials to use to express them. . Join different materials and explore different textures. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. . Explore colour and colour-mixing.				<b>Reception</b> . Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills.		<b>Creating with materials- ELG</b> . . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG . Share their creations, explaining the process they have used. CWM. ELG . Make use of props and materials when role playing characters in narratives and stories. CWM. ELG	
<b>(Painting skills)</b>	Uses hands and fingers for painting.	Holds a paintbrush/ printing tools in the palm of the hand.	Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.	Uses <u>good</u> control to correctly hold and paint carefully in the lines.	Uses <u>very good</u> control to correctly hold and paint carefully in the lines.			
<b>Control of paintbrushes.</b>									
<b>Use of tools</b>	Enjoys using hands, feet and fingers to make marks.	Holds a paintbrush/ printing tools in the palm of the hand.	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.				
<b>Colour</b>	Uses pre-made paints and is able to name most colours.	Mixes primary colours (red, yellow and blue) to appropriate consistency.	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	Colours matches by altering the tint or shades. Creates warm and cold colours.			
<b>Technique</b>	Makes marks by drawing circles and lines. Does not always give meaning.	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.	Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.			

<b>Printing skills</b>	I can print some simple shapes with an adult working with me 1:1 guiding my hand, so I press and lift off.	I am beginning to understand that to print, I must press down and carefully lift off the printing tool.	I can print simple shapes with adult prompting for instructions.	I can independently print simple shapes, but I am helped with using the space to build up my composition.	I can independently print clear representations to create full pictures, without any support and add details	I can independently print <u>very careful</u> representations to create full pictures, without any support and add <u>fine details</u> . I think about the full composition of the picture and <u>use the space</u> .
<b>Pattern skills</b>	I can use objects to copy a simple repeating pattern with two items. Lay out the pattern/ thread beads.	I can use objects to copy a simple repeating pattern with three items. Lay out the pattern/ thread beads. Begin to make own patterns by laying out items.	I can create repeating patterns with colour, shapes and objects.  Draw, paint, print and colour repeating patterns.	I can make irregular patterns based on real-life such as printing the skin of a tiger, zebra, cheetah and giraffe. Draw, colour, print and paint.	I can explore simple one line symmetry with activities such as folding painted butterflies, building models, drawing and using mirrors.	I can create drawings, paintings, printings and models with more than one line of symmetry.
<b>(Drawing skills) Technique</b>	Makes marks by drawing circles and lines. Does not always give meaning.	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.
<b>Subject</b>	Draws things that I have seen.	Draws simple things from memory.	Draws self-portraits and uses ideas from objects or pictures in own work.	Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	
<b>Collage and Weaving</b>	Product is all one texture.	Adds additional textures, e.g., rough or smooth. Begins to weave.	Adds a range of textures, e.g., smooth, rough, bendy and hard. Weaves through a simple loom.	Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.	Makes collages/mosaics adding details with a wide range of textures and describes these.	
<b>Joining Techniques</b>	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns.  Joins items using hammers and nails.
<b>Making skills</b>	Creates my own piece of art - picture or model.	Creates my own piece of art and gives meaning.	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	I review my own work. I discuss strengths and areas for improvement. I make considered improvements.	

<b>Sewing</b>	I can explore holding a sewing needle.	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.
<b>Sculpture (Clay or Dough)</b>	I can explore the clay/ dough.	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt.  I can carefully select additional materials to incorporate and enhance my model.
<b>Design</b>						
<b>Birth-Three</b> <ul style="list-style-type: none"> <li>. Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>. Start to make marks intentionally.</li> <li>. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>. Explore different materials, using all their senses to investigate them.</li> </ul> Manipulate and play with different materials. <ul style="list-style-type: none"> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>		<b>Three- Four Years</b> <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>. Explore colour and colour-mixing.</li> </ul>		<b>Reception</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> <li>. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>. Create collaboratively sharing ideas, resources and skills.</li> </ul>		<b>Creating with materials- ELG .</b> <ul style="list-style-type: none"> <li>. <b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. CWM. ELG</b></li> <li>. <b>Share their creations, explaining the process they have used. CWM. ELG</b></li> <li>. <b>Make use of props and materials when role playing characters in narratives and stories. CWM. ELG</b></li> </ul>
<b>DT Progression for sewing</b>	I can explore holding a sewing needle.	I can begin to use the skill of sewing over and under to make a running stitch with 1:1 support.	I can begin to use the skill of sewing over and under to make a running stitch with some support.	I can complete some running stitches and work independently.	I can independently sew a series of running stitches independently, and I can attempt a cross stitch with support.	I can join two fabrics with various stitches.
<b>DT Progression for planning my ideas</b>	I can work with independence to try and develop basic skills.	I can develop and share my ideas with support from my peers or an adult.	I work with my friend, and we copy, share, and develop ideas together. I can work independently to develop my ideas.	I can plan and create collaboratively, sharing my ideas with my peers and developing my ideas further.	I can carefully develop and share my ideas, experiences, and imagination independently or collaboratively.	

<b>DT Progression for constructing my ideas.</b>	I can build by stacking vertically.	I can join construction components by pushing, clicking, twisting, and snapping.	I can make enclosed spaces and shapes such as walls, tunnels, and houses. I build horizontally. I can tessellate basic shapes.	I can cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. I can balance items. I can explore and add moving parts to my constructions.	I can adapt and improve my models with added features. I add improvements to ensure stability, scale and that it fits the purpose.	I can design, build, review and adapt my constructions to ensure they fit the purpose. I combine materials, shapes, and textures to add details and complexity. I can work on a large and small scale.			
<b>DT Progression for sculpting.</b>	I can explore the clay/ dough.	I can make marks in the clay/ dough.	I can manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	I can make something and give meaning to it.	I can make something with clear intentions from start to finish.	I use a variety of techniques, shapes and shapes to sculpt.  I can carefully select additional materials to incorporate and enhance my model.			
<b>DT Progression for using scissors.</b> (types of scissors - loop, spring loaded, L/R handed)	I can hold the scissors with two hands, and I am learning how the blades close and open	I can hold the scissors and open and close the blades	I can make small snips into the paper.	I can snip the paper and move the scissors forward.	I am beginning to cut along the paper with support from a helping hand holding the paper.	I can cut along a straight line, and I am improving in accuracy.	I can cut a curved line.	I can cut a circle shape, cutting around the shape with round edges.  I can cut out a square shape.	I can cut around complex shapes such as people.
<b>DT Progression for joining techniques.</b>	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces. I know that this is stronger than using the glue stick.	Joins items using tapes - masking and Sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hot glue guns. Joins items using hammers and nails.			
<b>DT Progression for making.</b>	Creates my own piece of art - picture or model.	Creates my own piece of art and gives meaning.	Creates my own piece of art with some details, and I begin to self-correct any mistakes.	I return to my piece of artwork on another occasion to edit and improve my model. I add details and features to enhance my model.	I review my own work. I discuss strengths and areas for improvement. I make considered improvements.				
<b>DT Progression for cooking.</b>	I can begin to develop a food vocabulary using taste, smell, texture and feel.	I can stir, spread, knead and shape a range of food and ingredients.	I can begin to work safely and show basic hygiene awareness, e.g., washing hands.	I can measure and weigh food items, non-standard measures, e.g., spoons, cups.					

Being Expressive (Drama/Role play)						
<b>Birth-Three</b> . Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.		<b>Three- Four Years</b> . Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.			<b>Reception</b> Develop storylines in their pretend play.	<b>Being imaginative and expressive- ELG .</b> . Invent, adapt and recount narratives and stories with peers and their teacher. BI&E.ELG . Sing a range of well-known nursery rhymes and songs. BI&E.ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&E.ELG
<b>Small world</b>	I can explore small worlds such as farms, castles, doll's houses and garages. I can join in with small world play that retells simple stories, events and rhymes.	I can take part in pretend and small world play using objects to represent something else that may not be similar.	I can enhance small world play by adding my own resources and constructions.  I am beginning to develop complex stories.	I can make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. I can combine different resources to make cities with different buildings, a park with different features or a building with different rooms.	I can use small world resources to retell a familiar event or known story in the correct sequence. I can develop storylines and characters into my pretend play.	<b>I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&amp;E.ELG</b>  <b>. I can perform songs, rhymes, poems and stories with others. BI&amp;E.ELG</b>
<b>Role Play</b>	I can join in with Role Play that retells simple stories, events and rhymes.  I play with familiar resources, e.g., Main items in the Home Corner.	I can take part in pretend play using objects to represent something else that may not be similar.  I use my own experiences to develop simple storylines.	I can enhance my Role Play by adding my own resources and constructions.  I am beginning to develop complex storylines using my own experiences and known stories.	I can use my imagination to develop complex storylines.	I can develop storylines and characters into my pretend play.  I can take part in group Role play to retell a known story. I collaborate with my peers to retell the story in the correct sequence.	<b>I can invent, adapt and recount narratives and stories with my peers and my teacher. BI&amp;E.ELG</b>  <b>. I can perform songs, rhymes, poems and stories with others. BI&amp;E.ELG</b>



--	--	--	--	--	--	--

**Music**

<p><b>Birth-Three</b></p> <ul style="list-style-type: none"> <li>. Show attention to sounds and music.</li> <li>. Respond emotionally and physically to music when it changes.</li> <li>. Move and dance to music.</li> <li>. Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>. Explore their voices and enjoy making sounds.</li> <li>. Join in with songs and rhymes, making some sounds.</li> <li>. Make rhythmical and repetitive sounds.</li> <li>. Explore a range of sound-makers and instruments and play them in different ways.</li> <li>. Enjoy and take part in action songs, such as 'Twinkle Little Star'.</li> </ul>	<p><b>Three- Four Years</b></p> <ul style="list-style-type: none"> <li>. Listen with increased attention to sounds.</li> <li>. Respond to what they have heard, expressing their thoughts and feelings.</li> <li>. Remember and sing entire songs.</li> <li>. Sing the pitch of a tone sung by another person ('pitch match').</li> <li>. Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</li> <li>. Create their own songs or improvise a song around one they know.</li> <li>. Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>. Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>. Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>. Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Being imaginative and expressive- ELG .</b></p> <ul style="list-style-type: none"> <li>. Sing a range of well-known nursery rhymes and songs. BI&amp;E.ELG</li> <li>. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&amp;E.ELG</li> </ul>
--	--	---	--

<p><b>Singing / Voice</b></p>	<p>I can use my voice for whispering, speaking, singing, and shouting.</p>	<p>I can experiment with changing my voice with different tempos, pitch, and dynamics.</p> <p>I can sing part/ most of some familiar songs. I know some of the words.</p> <p>I can sing in a small group.</p>	<p>I can join in with singing songs with changes to pitch, tempo, or dynamics.</p> <p>I can sing a whole familiar nursery rhyme and familiar song.</p> <p>I can sing in a group and keep in time.</p>	<p>I can show some control in using my singing voice to create changes in dynamics, tempo, or pitch.</p> <p>I can sing in a group and match the pitch and follow the melody.</p> <p>I can sing in tune and keep to the beat.</p>	<p>.I can sing a range of well-known nursery rhymes and songs. BI&amp;E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&amp;E.ELG</p>
-------------------------------	--	---	---	--	--

<p><b>Exploring and playing instruments</b></p> <p><b>Compositions of music</b></p>	<p>I can explore how to make sounds using body percussion and percussion instruments.</p> <p>I am beginning to name a few familiar instruments, e.g., drum, keyboard or guitar.</p>	<p>I can copy and join in with a simple beat on a percussion instrument.</p> <p>I can describe the sounds that I make in simple terms such as loud, quiet, fast, or slow.</p>	<p>I can play an instrument in time to a simple piece of music.</p> <p>I know how to play a wide range of percussion instruments.</p> <p>I can create suitable sound effects to match a given theme/story.</p> <p>I can experiment with playing percussion and body instruments</p>	<p>I can show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.</p> <p>I can compose, adapt, and play my own composition/tune using simple symbols, pictures or patterns.</p>	<p>I can sing a range of well-known nursery rhymes and songs. BI&amp;E.ELG</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&amp;E.ELG</p>
---	---	---	---	--	---

			and changing the dynamics, pitch, or tempo. I can play a simple composition by following a sequence of some simple symbols, pictures or patterns		I am beginning to record my own composition in pictures/symbols.	
<b>Listening and responding to Music</b>	I enjoy listening to music.	I respond when I listen to music.	I can talk about how music makes me feel.  I can listen to songs/music with changes to pitch, tempo, and dynamics.  I can respond to changes in the dimensions of music.	I can talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	I can listen to pieces of music and recognises some familiar instruments that are playing.  I can express my opinion on a piece of music.  I can talk about what a piece of music reminds me of.	<b>I can sing a range of well-known nursery rhymes and songs. BI&amp;E.ELG</b>  <b>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. BI&amp;E.ELG</b>