



PRINCE REGENT  
STREET TRUST

# Early Years Learning Goals – Updated 2021 Curriculum Framework

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"AN ALL PRIMARY TRUST, CREATING SOLID FOUNDATIONS FOR THE FUTURE"

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## Introduction

This document was produced collaboratively in Summer 2021 by the Prince Regent Street Early Years Working party and colleagues from partner schools.

It sets out a progression from the beginning of Nursery to the end of Reception across all 17 areas of learning (New Framework 2021).

After careful consideration of both the Development Matters and Birth to 5 documents, it was agreed by the working party to use the latter as the basis for mapping progression.

This document is in draft form. It is intended to be used as a working document to be added to and edited as the year progresses. It is our intention to review the document termly as a working party. The Contextualised School section of the document will be completed as the year progresses by each practitioner in light of school-specific cohorts, events and priorities. The vocabulary section will also be added to and edited in light of this as well.

With thanks to EY colleagues from:

- 👑 Kader Primary Academy
- 👑 Mill Lane Primary School
- 👑 Ingleby Mill Primary School
- 👑 Skelton Primary Academy

# Summary of Early Learning Goals

(Applies from 1<sup>st</sup> September 2021)

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>👑 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>👑 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>👑 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>👑 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>👑 Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>👑 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>👑 Work and play cooperatively and take turns with others.</li> <li>👑 Form positive attachments to adults and friendships with peers.</li> <li>👑 Show sensitivity to their own and to others' needs.</li> </ul>
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>👑 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>👑 Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>👑 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>👑 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>👑 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>👑 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.</li> </ul>
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>👑 Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>👑 Demonstrate strength, balance and coordination when playing.</li> <li>👑 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine Motor Skills	<ul style="list-style-type: none"> <li>👑 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>👑 Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>👑 Begin to show accuracy and care when drawing.</li> </ul>
Literacy	Comprehension	<ul style="list-style-type: none"> <li>👑 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>👑 Anticipate (where appropriate) key events in stories.</li> <li>👑 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
	Word Reading	<ul style="list-style-type: none"> <li>👑 Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>👑 Read words consistent with their phonic knowledge by sound-blending.</li> <li>👑 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

Writing		<ul style="list-style-type: none"> <li>👑 Write recognisable letters, most of which are correctly formed.</li> <li>👑 Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>👑 Write simple phrases and sentences that can be read by others.</li> </ul>	
		<ul style="list-style-type: none"> <li>👑 Have a deep understanding of number to 10, including the composition of each number.</li> <li>👑 Subitise (recognise quantities without counting) up to 5.</li> <li>👑 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	
Maths	Number	<ul style="list-style-type: none"> <li>👑 Have a deep understanding of number to 10, including the composition of each number.</li> <li>👑 Subitise (recognise quantities without counting) up to 5.</li> <li>👑 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	
	Numerical Patterns	<ul style="list-style-type: none"> <li>👑 Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>👑 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>👑 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
Understanding the World		Past and Present	<ul style="list-style-type: none"> <li>👑 Talk about the lives of the people around them and their roles in society.</li> <li>👑 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>👑 Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
		People, Culture and Communities	<ul style="list-style-type: none"> <li>👑 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>👑 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>👑 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>👑 Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>👑 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>👑 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>👑 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>👑 Share their creations, explaining the process they have used.</li> <li>👑 Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>👑 Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>👑 Sing a range of well-known nursery rhymes and songs.</li> <li>👑 Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	

# Personal, Social and Emotional Development

## Self Regulation – Nursery

<p><b>Educational Programme for Personal, Social and Emotional Development:</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b>Self Regulation Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>👑 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>👑 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Understand that expectations vary depending on different events, social situations and changes in routine, and become more able to adapt their behaviour in favourable conditions.</li> <li>👑 Responds to the feelings of others, showing concern and offering comfort.</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings.</li> <li>👑 Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</li> <li>👑 Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow.</li> </ul>	
<p><b>Key vocabulary:</b></p> <p>Rules, feelings, behaviour, sharing, sorry, friend, upset, sad, angry, challenge.</p>	

# Self Regulation – Reception

<p><b>Educational Programme for Personal, Social and Emotional Development:</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. These attributes will provide a secure platform from which children can achieve at school and in later life</p>	<p><b>Self Regulation Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>👑 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>👑 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</li> <li>👑 Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> <li>👑 Is aware of behavioural expectations (ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Understands their own and other people’s feelings, offering empathy and comfort.</li> <li>👑 Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>👑 Is aware of behavioural expectations (ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Talks about their own and others’ feelings and behaviour and its consequences.</li> <li>👑 Seeks support, “emotional refuelling” and practical help in new or challenging situations.</li> <li>👑 Is aware of behavioural expectations (ongoing).</li> </ul>	
<p><b>Key vocabulary:</b></p> <p>Rules, feelings, behaviour, sharing, sorry, friend, upset, sad, angry, emotions, challenge, confident, compromise, listening, negotiate, conflict, turn taking</p>	

# Managing Self – Nursery

<p><b>Educational Programme for Personal, Social and Emotional Development:</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b>Managing Self Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>👑 Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>👑 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Shows their confidence and self-esteem through being outgoing towards people.</li> <li>👑 Taking risks and trying new things or new social situations</li> <li>👑 Is able to express their needs and ask adults for help.</li> <li>👑 Usually dry and clean during the day</li> <li>👑 Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> <li>👑 Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings.</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>👑 Willing to try a range of different textures and tastes and expresses a preference.</li> <li>👑 Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> <li>👑 Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Can wash and can dry hands and understands why this is important.</li> <li>👑 May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> <li>👑 Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</li> <li>👑 Clearly communicates their need for the toilet.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Wee, poo, flush, accident, wet, wipe, clean, toilet paper, dirty, wash, dry, soap, coat, zip, jumper, arms, head, fasten, dress, on, off, up, down, kind, friends, feelings – happy, sad, hurt, tired, hungry, unkind, angry, upset, differences, sanitising, virus, sharing, helpful, germs, hat, scarves, gloves, buttons, feet, fasten, shoes, velcro, buckle, laces, healthy, exercise, safe, rules, share, independent, challenge</p>	<p><b>Key Vocabulary (to be introduced to the children):</b></p>

# Managing Self – Reception

<p><b>Educational Programme for Personal, Social and Emotional Development:</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b>Managing Self Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li> Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Eats a healthy range of foodstuffs and understands need for variety in food</li> <li> Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</li> <li> Be able to explain the reason for rules, knowing right from wrong.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</li> <li> Has a clear idea about what they want to do in their play and how they want to go about it.</li> <li> Seeks ways to manage conflict for example through holding back, sharing, negotiation and compromise.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Usually dry and clean during the day</li> <li> Beginning to have a clear idea of what they want to do in their play.</li> <li> Begins to follow rules and has some sense of right and wrong.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Wee, poo, flush, accident, wet, wipe, clean, toilet paper, dirty, wash, dry, soap, coat, zip, jumper, arms, head, fasten, dress, on, off, up, down, kind, friends, feelings – happy, sad, hurt, tired, hungry, unkind, angry, upset, differences, sanitising, virus, sharing, helpful, germs, hat, scarves, gloves, buttons, feet, fasten, shoes, velcro, buckle, laces, healthy, exercise, safe, rules, share, independent, challenge</p>	<p><b>Key Vocabulary (to be introduced to the children):</b></p>

# Building relationships – Nursery

<p><b>Educational Programme for Personal, Social and Emotional Development:</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b>Building Relationships Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Work and play cooperatively and take turns with others;</li> <li> Form positive attachments to adults and friendships with peers;</li> <li> Show sensitivity to their own and to others’ needs.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Uses their experiences of adult behaviours to guide their social relationships and interactions</li> <li> Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play</li> <li> Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> <li> Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like</li> <li> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> <li> Builds relationships with special people but may show anxiety in the presence of strangers</li> <li> Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Friend, share, turn take, feelings – happy, sad, upset, angry, disappointed, negotiate, cooperate, listen, compromise, socialise, listen, eye-contact, listening ears, behaviour, rules, conflict, kind, thoughtful, belonging, safe</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Building Relationships – Reception

<p><b>Educational Programme for Personal, Social and Emotional Development:</b></p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b>Building Relationships Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Work and play cooperatively and take turns with others;</li> <li> Form positive attachments to adults and friendships with peers;</li> <li> Show sensitivity to their own and to others’ needs.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</li> <li> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</li> <li> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> <li> Is proactive in seeking adult support and able to articulate their wants and needs..</li> <li> Seeks out companionship with adults and other children, sharing experiences and play ideas.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Friend, share, turn take, feelings – happy, sad, upset, angry, disappointed, negotiate, cooperate, listen, compromise, socialise, listen, eye-contact, listening ears, behaviour, rules, conflict, kind, thoughtful, belonging, safe</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Communication and Language

## Listening, Attention and Understanding – Nursery

<p><b>Educational Programme for Communication and Language:</b></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><b>Listening, Attention and Understanding Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li> Make comments about what they have heard and ask questions to clarify their understanding;</li> <li> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li> Beginning to understand why and how questions</li> <li> Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li> Focusing attention – can still listen or do, but can change their own focus of attention</li> <li> Understands use of objects (e.g. Which one do we cut with?)</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Listens to others in one-to-one or small groups, when conversation interests them</li> <li> Listens to familiar stories with increasing attention and recall</li> <li> Is able to follow directions (if not intently focused)</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Listen!, how, why, which, what, when, who, on, under, behind, next to, in between, on top of, first, then, next, after that, give, rhyme, retell, ready,</p>	<p><b>Key Vocabulary (to introduce to children):</b></p>

# Listening, Attention and Understanding – Reception

<p><b>Educational Programme for Communication and Language:</b></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><b>Listening, Attention and Understanding Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li> Make comments about what they have heard and ask questions to clarify their understanding;</li> <li> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li> Able to follow a story without pictures or props</li> <li> Understands questions such as who; why; when; where and how</li> <li> Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Do,</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Speaking – Nursery

<p><b>Educational Programme for Communication and Language:</b></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><b>Speaking Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>👑 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>👑 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.</li> </ul>
<p><b>Progression towards the ELG</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Uses talk to explain what is happening and anticipate what might happen next</li> <li>👑 Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>👑 Talks about things that are of particular importance to them</li> <li>👑 Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>👑 Beginning to use a range of tenses (e.g. play, playing, will play, played) (Ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Able to use language in recalling past experiences</li> <li>👑 Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>👑 Talks more extensively about things that are of particular importance to them</li> <li>👑 Builds up vocabulary that reflects the breadth of their experiences (ongoing).</li> <li>👑 Beginning to use a range of tenses (e.g. play, playing, will play, played) (Ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>👑 Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</li> <li>👑 Builds up vocabulary that reflects the breadth of their experiences (ongoing).</li> <li>👑 Beginning to use a range of tenses (e.g. play, playing, will play, played) (Ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Vocabulary, words, sentence, speech, speak, past, present, future, how, why, when, where, who, meaning, narrative, organise, sequence, clarify</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Speaking – Reception

<p><b>Educational Programme for Communication and Language:</b></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p><b>Speaking Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>👑 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>👑 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.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>👑 Use a range of tenses (e.g. play, playing, will play, played) (Ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Uses language to imagine and recreate roles and experiences in play situations.</li> <li>👑 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>👑 Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>👑 Use a range of tenses (e.g. play, playing, will play, played) (Ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Introduces a storyline or narrative into their play.</li> <li>👑 Links statements and sticks to a main theme or intention.</li> <li>👑 Use a range of tenses (e.g. play, playing, will play, played) (Ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Vocabulary, words, sentence, speech, speak, past, present, future, how, why, when, where, who, meaning, narrative, organise, sequence, clarify</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Physical Development

## Gross Motor Skills – Nursery

<p><b>Educational Programme for Physical Development:</b></p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p><b>Gross Motor Skills Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li> Demonstrate strength, balance and coordination when playing;</li> <li> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li> Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Climbs stairs, steps and moves across climbing equipment using alternate feet.</li> <li> Maintains balance using hands and body to stabilise</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li> Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>Direction, speed, acceleration, static, dynamic, dismount, co-ordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, ascend, descend</p>	<p><b>Key vocabulary (to be introduced to children):</b></p> <p>Speed, direction, obstacles, balance, catch, throw, squat, equipment</p>

# Gross Motor Skills – Reception

<p><b>Educational Programme for Physical Development:</b></p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p><b>Gross Motor Skills Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li> Demonstrate strength, balance and coordination when playing;</li> <li> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li> Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li> Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Negotiates space successfully when playing racing and chasing games with other children.</li> <li> Adjusts speed or change of direction to avoid obstacles</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>Direction, speed, acceleration, static, dynamic, dismount, co-ordination, gross motor, hand-eye co-ordination, agility, spatial awareness, propositional language, core strength, ascend, descend</p>	<p><b>Key vocabulary (to be introduced to children):</b></p> <p>Speed, direction, obstacle, balance, control, flexibility, under, over, through, stabilise, core, muscles, energy, equipment, pace, jump, hop, skip, land, travel, space, stop, stand, still, start, ready, steady, go, around, safe, risk, climb</p>

# Fine Motor Skills – Nursery

<p><b>Educational Programme for Physical Development:</b></p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p><b>Fine Motor Skills Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>👑 Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>👑 Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Uses simple tools to effect changes to materials</li> <li>👑 Begin to hold a knife to spread.</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Begins to hold scissors to make snips in paper.</li> <li>👑 Begin to develop a pincer grip through a range of multisensory activities.</li> <li>👑 Accurately manipulate digits for an action i.e. to show 3 fingers or trace a letter in sand.</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Manipulates a range of tools and equipment in one hand, tools include paintbrushes, hairbrushes, toothbrush, scarves or ribbons.</li> <li>👑 Use hands to manipulate a range of malleable materials.</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p>	<p><b>Key vocabulary (to be introduced to children):</b></p>

# Fine Motor Skills – Reception

<p><b>Educational Programme for Physical Development:</b></p> <p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p><b>Fine Motor Skills Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>👑 Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>👑 Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</li> <li>👑 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>👑 Can use a tripod grip to hold a pencil.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Uses a pencil and holds it effectively to form recognisable letters.</li> <li>👑 Applies sufficient pressure to a pencil to draw and write effectively.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Shows a preference for a dominant hand.</li> <li>👑 Uses simple tools to effect changes to materials.</li> <li>👑 Begins to form recognisable letters independently.</li> <li>👑 Copies letters.</li> <li>👑 Begins to use anticlockwise movement and retrace vertical lines.</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>Tools might include: glue spreaders, chunky paintbrushes, thin paint brushes, rolling pins, knives, cutlery, hammers, drills, saws, tap ‘n’ shapes, chunky pencil, small pencil, ball point pen, felt pen, squeezey scissors, training scissors, left handed scissors, white board pens, buttons, zips</p>	<p><b>Key vocabulary (to be introduced to children):</b></p>

# Literacy

## Comprehension – Nursery

<p><b>Educational Programme for Literacy:</b></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p><b>Comprehension Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>👑 Anticipate – where appropriate – key events in stories;</li> <li>👑 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<p><b>Progression towards the ELG:</b></p> <p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Knows that information can be retrieved from books, computers and mobile digital devices.</li> <li>👑 Talks about events and principal characters in stories and suggests how the story might end</li> <li>👑 Can turn pages correctly and carefully and can follow the story, recognising when a section has been missed out.</li> </ul>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Looks at and enjoys print independently</li> <li>👑 Can turn pages correctly and carefully.</li> <li>👑 Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>👑 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>👑 Holds books the correct way up and knows where to begin reading.</li> <li>👑 Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</li> <li>👑 Knows the difference between the print and pictures.</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>alliteration, author, baddies, beginning, blurb, bold, book, character, clarify, contents, digital book, e-book, emotions, end, fact, feelings, fiction, finally, glossary, goodies, google,</p> <p>happily, ever after, headings, heroes, how, information, instructions, internet, middle, non-fiction, once upon a time, page, plot, poem, predict, question, recipes, retell, rhyme, setting, speech, subheadings, suddenly, summarise, title, villains, what, when, where, who, why</p>	

# Comprehension – Reception

<p><b>Educational Programme for Literacy:</b></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p><b>Comprehension Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li> Anticipate – where appropriate – key events in stories;</li> <li> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <p>Describes main story settings, events and principal characters in increasing detail.</p> <ul style="list-style-type: none"> <li> Is able to recall, discuss and verbally answer questions about stories or information that they have read themselves.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</li> <li> Enjoys an increasing range of print and digital books, both fiction and non-fiction.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li> Re-enacts and reinvents stories they have heard in their play focusing on familiar and traditional stories and rhymes.</li> <li> Is able to recall and discuss stories or information that has been read to them.</li> <li> Begins to be aware of the way stories are structured, and to tell own stories.</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>alliteration, author, baddies, beginning, blurb, bold, book, character, clarify, contents, digital book, e-book, emotions, end, fact, feelings, fiction, finally, glossary, goodies, google,</p> <p>happily, ever after, headings, heroes, how, information, instructions, internet, middle, non-fiction, once upon a time, page, plot, poem, predict, question, recipes, retell, rhyme, setting, speech, subheadings, suddenly, summarise, title, villains, what, when, where, who, why</p>	<p><b>Key vocabulary (to be introduced to children):</b></p>

# Word Reading – Nursery

<p><b>Educational Programme for Literacy:</b></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p><b>Word Reading Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li> Read words consistent with their phonic knowledge by sound-blending;</li> <li> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Begins to orally segment and blend.</li> <li> Begins to develop phonological and phonemic awareness</li> <li> Hears and says the initial sound in words</li> <li> Claps or taps the syllables in words during sound play.</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Begins to develop phonological and phonemic awareness</li> <li> Shows awareness of rhyme and alliteration</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Begins to develop phonological and phonemic awareness</li> <li> Recognises rhythm in spoken words, songs, poems and rhymes.</li> <li> Claps or taps the syllables in words during sound play.</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>alphabet, blend, capital, ccvc word, consonants, cv word, cvc word, cvcc word, digraph, final sound, grapheme, initial sound, letter names, letter, medial sound, onset and rhyme, phoneme frame, phoneme, rhyme, segment, sentence, sound buttons, syllable, tricky words, trigraph, vowel</p>	<p><b>Key vocabulary (to introduce to children):</b></p>

# Word Reading – Reception

<p><b>Educational Programme for Literacy:</b></p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p>	<p><b>Word Reading Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>👑 Read words consistent with their phonic knowledge by sound-blending;</li> <li>👑 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</li> <li>👑 Can read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Begins to develop phonological and phonemic awareness</li> <li>👑 Continues a rhyming string and identifies alliteration</li> <li>👑 Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>👑 Starts naming and sounding the letters of the alphabet</li> <li>👑 Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example.</li> <li>👑 Begins to develop phonological and phonemic awareness.</li> <li>👑 Hears and says the initial sound in words.</li> <li>👑 Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>👑 Starts to link sounds to letters.</li> <li>👑 Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>Grapheme, digraph, phoneme, trigraph, cvc word, segment, blend, rhyme, sentence, alphabet, letter, capital, sound buttons, tricky words, phoneme frame, onset and rhyme, initial sound, final sound, medial sound, vowel, letter names, syllable</p>	<p><b>Key vocabulary (to be introduced to children):</b></p>

# Writing – Nursery

<p><b>Educational Programme for Literacy:</b></p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p><b>Writing Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Write recognisable letters, most of which are correctly formed;</li> <li>👑 Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>👑 Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Write their own name with some letters formed correctly.</li> <li>👑 Begin to record some initial sounds in words.</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Hold writing tools effectively to make marks.</li> <li>👑 Begin to ascribe meaning</li> <li>👑 Begin to write their own name using some recognisable letters.</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Orally making up stories and play scenarios.</li> <li>👑 Make marks using various writing tools in response to experiences.</li> <li>👑 Begin to distinguish between the different marks they make.</li> </ul>	
<p><b>Key Vocabulary:</b></p> <p>Writing, drawing, picture, marks, Pen, paper, brush, roller, chalk, felt pen, crayon, whiteboard, rubber Letter, word, up, down, over, round, start finish, line , dot, straight, wavy, curved, diagonal, circle, square, rectangle, sentence, syllable, capital letter, lowercase letter, phoneme, initial sound, beginning, middle, end, sign, list, card, message, invitation</p>	

# Writing – Reception

<p><b>Educational Programme for Literacy:</b></p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	<p><b>Writing Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Write recognisable letters, most of which are correctly formed;</li> <li>👑 Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>👑 Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Uses their developing phonic knowledge (including some digraphs) to write simple sentences that can be read by others.</li> <li>👑 Use finger spaces in writing.</li> <li>👑 Show awareness of full stops in their writing.</li> <li>👑 Form most letters correctly (upper and lower case).</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Begin to break the flow of speech into words, orally composing before writing.</li> <li>👑 Uses their developing phonic knowledge to write phrases for a range of purposes.</li> <li>👑 Use a tripod grip effectively.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Use their developing phonic knowledge to write some CVC words.</li> <li>👑 Use their developing phonic knowledge to produce phonetically plausible attempts when producing labels and captions e.g. final/end sounds</li> <li>👑 Form letters in their name correctly.</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p> <p>Letter, word, sentence, full stop, question mark, exclamation mark, straight, wavy, curved, diagonal, circle, square, rectangle, sentence, syllable, capital letter, lowercase letter, phoneme, digraph, initial sound, beginning, middle, end, instruction, poem, letter, e-mail</p>	<p><b>Key vocabulary (to be introduced to children):</b></p>

# Maths

## Number and Numerical Patterns – Nursery

<p><b>Educational Programme for Mathematics:</b></p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p><b>Number Early Learning Goal:</b></p> <ul style="list-style-type: none"><li> Have a deep understanding of number to 10, including the composition of each number;</li><li> Subitise (recognise quantities without counting) up to 5;</li><li> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li></ul> <p><b>Numerical Pattern Early Learning Goal:</b></p> <ul style="list-style-type: none"><li> Verbally count beyond 20, recognising the pattern of the counting system;</li><li> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li><li> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <p><b>Comparison</b></p> <ul style="list-style-type: none"><li> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</li></ul> <p><b>Counting</b></p> <ul style="list-style-type: none"><li> Recites numbers in order to 10.</li><li> Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li></ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"><li> Begins to subitise four objects (without counting)</li><li> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li><li> Begin to recognise numerals 0 to 10.</li></ul> <p><b>Composition</b></p> <ul style="list-style-type: none"><li> Explores using a range of their own marks and signs to which they ascribe mathematical meaning.</li><li> Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</li><li> Beginning to use understanding of number to solve practical problems in play and meaningful activities.</li></ul>	

<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>👑 Subitises one, two and three objects (without counting).</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>👑 Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <p><b>Counting</b></p> <ul style="list-style-type: none"> <li>👑 Uses some number names and number language within play, number rhymes and stories.</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>👑 Beginning to notice significant numerals (number symbols).</li> </ul>	
<p><b>Key vocabulary (for adults):</b></p>	<p><b>Key vocabulary (to be introduced to children):</b></p>

# Number and Numerical Patterns – Reception

<p><b>Educational Programme for Mathematics:</b></p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p><b>Number Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Have a deep understanding of number to 10, including the composition of each number;</li> <li>👑 Subitise (recognise quantities without counting) up to 5;</li> <li>👑 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Pattern Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>👑 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>👑 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>👑 Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>👑 Begins to explore and work out mathematical problems including sharing, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> <li>👑 Recall some doubling facts.</li> <li>👑 Recall number bonds to 5 including subtraction facts.</li> <li>👑 Recall some number bonds to 10.</li> <li>👑 Begin to recognise odds and evens.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <p><b>Comparisons</b></p> <ul style="list-style-type: none"> <li>👑 Increasingly confident at putting numerals in order 0 to 10 (ordinality).</li> <li>👑 Matches the numeral with a group of items to show how many there are (up to 10).</li> <li>👑 Estimates of numbers of things, showing understanding of relative size.</li> </ul> <p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>👑 Counts out up to 10 objects from a larger group</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>👑 Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> </ul>	

**By the end of the Autumn Term Reception children should be able to:**

- 👑 Matches the numeral with a group of items to show how many there are (up to 5).
- 👑 In practical activities, adds one and subtracts one with numbers to 10.

**Cardinality**

- 👑 Engages in subitising numbers to four and maybe five.

**Composition**

- 👑 Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
- 👑 Beginning to recognise that each counting number is one more than the one before.

**Key vocabulary (for adults):**

**Key vocabulary (to be introduced to children):**

# Understanding the World

## Past and Present – Nursery

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>Past and Present ELG:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>👑 Talk about the lives of the people around them and their roles in society.</li> <li>👑 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>👑 Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Developing an understanding of growth, decay and changes over time (ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Shares stories about people (own family) from the past.</li> <li>👑 Developing an understanding of growth, decay and changes over time (ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Remembers and talks about significant events in their own experience.</li> <li>👑 Developing an understanding of growth, decay and changes over time (ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Memories, past, present, now, then, change, different, old, photographs, looking back, yesterday, today, tomorrow, a long time, growth, decay, seasons, autumn, winter, spring, summer, days of the week, remember when, die, death, life cycles, birthday, party, Christmas, celebrations, wedding, christenings, Diwali, Eid, Easter, anniversary, baby, toddler, blossom tree, adult, young, months of the year</p>	

# Past and Present – Reception

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>Past and Present Early Learning Goal:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>👑 Talk about the lives of the people around them and their roles in society;</li> <li>👑 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>👑 Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Talks about past and present events in the lives of family members.</li> <li>👑 Compare and contrast characters from stories, including figures from the past.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Talks about past and present events in their own life.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Comment on images of familiar situations in the past.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p>	<p><b>Key Vocabulary (to be introduced to the children):</b></p>

# People, Culture and Communities – Nursery

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>People, Culture and Communities Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends, family or communities.</li> <li> Enjoys joining in with family customs and routines (ongoing).</li> <li> Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li> Shows interest in different occupations and ways of life indoors and outdoors (ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Enjoys joining in with family customs and routines (ongoing).</li> <li> Recognises and describes special times or events for family or friends.</li> <li> Shows interest in different occupations and ways of life indoors and outdoors (ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Shows interest in the lives of people who are familiar to them.</li> <li> Enjoys joining in with family customs and routines (ongoing).</li> <li> Shows interest in different occupations and ways of life indoors and outdoors (ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p>	<p><b>Key Vocabulary</b></p>

# People, Culture and Communities – Reception

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>People, Culture and Communities Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>👑 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>👑 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Talks about the features of their own immediate environment and how environments might vary from one another.</li> <li>👑 Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</li> <li>👑 Enjoys joining in with family customs and routines (ongoing).</li> <li>👑 Create simple maps including simple features of their environment or from stories.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Knows that other children do not always enjoy the same things, and is sensitive to this.</li> <li>👑 Enjoys joining in with family customs and routines (ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Enjoys joining in with family customs and routines (ongoing).</li> <li>👑 Draw information from simple maps including immediate environment and from stories.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Map, road, path, street, river, stream, town, village, countryside, celebration... direction, tradition, house, park, post office, shops, land, ocean, sea, globe, atlas, England, countries, Europe, world, jobs/careers (ongoing),</p>	<p><b>Key Vocabulary (to introduce to the children):</b></p>

# The Natural World – Nursery

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>The Natural World Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>👑 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>👑 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Comments and begins to asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>👑 Begin to understand the effect their behaviour can have on the environment.</li> <li>👑 Developing an understanding of growth, decay and changes over time (ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Developing an understanding of growth, decay and changes over time (ongoing).</li> <li>👑 Shows care and concern for living things and the environment (ongoing)</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Can talk about some of the things they have observed such as plants, animals, natural and found objects (ongoing).</li> <li>👑 Developing an understanding of growth, decay and changes over time (ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# The Natural World – Reception

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>The Natural World Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>👑 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>👑 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Talks about the features of their own immediate environment and how environments might vary from one another.</li> <li>👑 Makes observations of animals and plants and explains why some things occur and talks about changes (ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Knows about similarities and differences in relation to objects, materials and living things.</li> <li>👑 Makes observations of animals and plants and explains why some things occur and talks about changes (ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Looks closely at similarities, differences, patterns and change in nature (ongoing).</li> <li>👑 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (ongoing).</li> <li>👑 Makes observations of animals and plants and explains why some things occur and talks about changes (ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Technology – Nursery

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>Technology</b></p>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Knows that information can be retrieved from digital devices and the internet (ongoing).</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Knows how to operate simple equipment, e.g. Talks to Alexa, uses a remote control, can navigate touch-capable technology with support.</li> <li> Knows that information can be retrieved from digital devices and the internet (ongoing).</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li> Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</li> <li> Knows that information can be retrieved from digital devices and the internet (ongoing).</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p>	

# Technology – Reception

<p><b>Educational Programme for Understanding the World:</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><b>Technology</b></p>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</li> <li>👑 Can use the internet with adult supervision to find and retrieve information of interest to them.</li> <li>👑 Be aware of keeping safe online and know to tell an adult.</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Can create content such as a video recording, stories, and/or draw a picture on screen.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <ul style="list-style-type: none"> <li>👑 Completes a simple program on electronic devices.</li> <li>👑 Uses ICT hardware to interact with age- appropriate computer software.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Expressive Arts and Design

## Being Imaginative and Expressive – Nursery

<p><b>Educational Programme for Expressive Arts and Design:</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>Being Imaginative and Expressive Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>👑 Sing a range of well-known nursery rhymes and songs;</li> <li>👑 Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <p><b>Being imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>👑 Sings to self and makes up simple songs</li> <li>👑 Uses available resources to create props or creates imaginary ones to support play.</li> <li>👑 Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> <li>👑 Experiments and creates movement in response to music, stories and ideas</li> </ul>	
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <p><b>Being imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>👑 Plays alongside other children who are engaged in the same theme</li> <li>👑 Creates sounds, movements, drawings to accompany stories</li> </ul>	
<p><b>By the end of the Autumn Term Nursery children should be able to:</b></p> <p><b>Being imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>👑 Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>👑 Uses movement and sounds to express experiences, expertise, ideas and feelings</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat.</p>	<p><b>Key Vocabulary (to introduce to children):</b></p>

# Being Imaginative and Expressive – Reception

<p><b>Educational Programme for Expressive Arts and Design:</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>Being Imaginative and Expressive Art &amp; Design Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>👑 Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>👑 Sing a range of well-known nursery rhymes and songs;</li> <li>👑 Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>👑 Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> <li>👑 Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> <li>👑 Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>👑 Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>👑 Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</li> <li>👑 Responds imaginatively to art works and objects, e.g. <i>this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>👑 Introduces a storyline or narrative into their play</li> <li>👑 Creates representations of both imaginary and real-life ideas, events, people and objects e.g. makes a junk model of a fire engine, paints an imaginary monster, creates a playdough model of a flower.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat. Model, painting, narrative, story, poem, rhyme, rhythm, ‘in time’, imagination, powder paint, block paint, powder paint, primary colours, colour names, brush, palette, mix</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Creating with Materials – Nursery

<p><b>Educational Programme for Expressive Arts and Design:</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>Creating with materials ELG:</b></p> <ul style="list-style-type: none"> <li>👑 Children at the expected level of development will:</li> <li>👑 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>👑 Share their creations, explaining the process they have used;</li> <li>👑 Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>👑 Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>👑 Develops an understanding of how to create and use sounds intentionally</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>👑 Uses tools for a purpose e.g. glue spreader, scissors, hammer</li> <li>👑 Explores and learns how sounds and movements can be changed</li> <li>👑 Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>👑 Enjoys joining in with moving, dancing and ring games</li> <li>👑 Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat.</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>

# Creating with Materials – Reception

<p><b>Educational Programme for Expressive Arts and Design:</b></p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	<p><b>Creating with Materials ELG:</b></p> <ul style="list-style-type: none"> <li>👑 Children at the expected level of development will:</li> <li>👑 Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>👑 Share their creations, explaining the process they have used;</li> <li>👑 Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Contextualised school aims:</b></p>
<p><b>By the end of the Summer Term Reception children should be able to:</b></p> <p><b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>👑 Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</li> <li>👑 Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul>	
<p><b>By the end of the Spring Term Reception children should be able to:</b></p> <p><b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>👑 Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>👑 Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul>	
<p><b>By the end of the Autumn Term Reception children should be able to:</b></p> <p><b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>👑 Begins to build a collection of songs and dances</li> <li>👑 Continues to explore colour and how colours can be changed</li> <li>👑 Taps out simple repeated rhythms</li> <li>👑 Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> </ul>	
<p><b>Key Vocabulary (for adults):</b></p> <p>Dance, sing, song, rhyme, instrument, drum, drumstick, tambourine, maracas, triangle, xylophone, loud, quiet, fast, slow, music, beat. Model, painting, narrative, story, poem, rhyme, rhythm, ‘in time’, imagination, powder paint, block paint, powder paint, primary colours, colour names, brush, palette, mix</p>	<p><b>Key Vocabulary (to be introduced to children):</b></p>