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Characteristics of Effective Learning		
PLAYING AND EXPLORING -children investigate and experience things, and 'have a go'	Plan and think ahead about how they will explore or play with objects.	Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."
	Provide different pebbles, shells and other natural materials for children to explore and arrange freely.	Help children to develop more control over their actions by giving them many opportunities to play freely and find their own ways of solving problems. When appropriate, sensitively provide a helpful commentary. You might suggest: "Why don't you look for the biggest pieces first?"
Respond to new experiences that you bring to their attention.	Make independent choices. Do things independently that they have been previously taught	Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
Regularly provide new materials and interesting things for children to explore and investigate. Introduce children to different styles of music and art. Give them the opportunity to observe changes in living things in the setting, and around the local environment. Take children to new places, like a local theatre or museum.	Provide a well-organised environment so that children know where materials and tools are and can access them easily. Provide enough materials and arrange spaces so that children can collaborate and learn alongside peers. Once children know how to use scissors, they can use this skill to achieve what they want to do. For example, they may want to make a mask or cut out material for a collage.	Provide appropriate non-fiction books and links to information online to help them follow their interests

Characteristics of Effective Learning		
ACTIVE LEARNING - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements		
Keep on trying when things are difficult.	Use a range of strategies to reach a goal they have set themselves.	Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.
Help children to think about what will support them most, taking care not to offer help too soon. Some children learn by repeating something hard on their own. They learn through trial and error. Others learn by asking a friend or an adult for help. Others learn by modelling. They watch what you do or what other children do.	Provide plenty of high-quality, open-ended resources for children to play with freely, inside and outdoors. Suggestion: children can use wooden blocks to make lots of different structures.	Help young children to develop by accepting the pace of their learning. Give them plenty of time to make connections and repeat activities.

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<table>
<tr><td colspan="3">Characteristics of Effective Learning</td></tr>
<tr><td colspan="2" rowspan="2">CREATING AND THINKING CRITICALLY
- children have and develop their own ideas, make links between ideas, and develop strategies for doing things</td><td>Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”</td></tr>
<tr><td>Help children to extend their ideas through sustained discussion that goes beyond what they, and you, have noticed. Consider ‘how’ and ‘why’ things happen.</td></tr>
<tr><td>Know more, so feel confident about coming up with their own ideas.
Make more links between those ideas.</td><td>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</td><td>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries</td></tr>
<tr><td>Help children to look come up with their own ideas and explanations.
Suggestion: you could look together at woodlice outdoors with the magnifying app on a tablet. You could ask: “What’s similar about woodlice and other insects?” You could use and explain terms like ‘antennae’ and ‘thorax’.</td><td>Offer children many different experiences and opportunities to play freely and to explore and investigate. Make time and space for children to become deeply involved in imaginative play, indoors and outside.</td><td>Help children to reflect on and talk about their learning through using photographs and learning journeys. Share in children’s pride about their achievements and their enjoyment of special memories.
Suggestion: you could prompt a conversation with questions like: “Do you remember when…?”, “How would do that now?” or “I wonder what you were thinking then?”</td></tr>
</table>

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COMMUNICATION AND LANGUAGE							Observation Checkpoint
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.	Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk.	Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.	Enjoy singing, music and toys that make sounds	Recognise and are calmed by a familiar and friendly voice.	Listen and respond to a simple instruction.	Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling? Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests? Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communicate.	Reach or point to something they want while making sounds.	Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'.	Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.	Understand simple instructions like "give to mummy" or "stop".	Recognise and point to objects if asked about them	Is the baby using speech sounds (babbling) to communicate with adults? Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Generally focus on an activity of their own choice and find it difficult to be directed by an adult.	Listen to other people's talk with interest, but can easily be distracted by other things.	Can become frustrated when they can't make themselves understood.	Start to say how they are feeling, using words as well as actions.	Start to develop conversation, often jumping from topic to topic.	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in? By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Use the speech sounds p, b, m, w. Are usually still learning to pronounce:	- l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'	Listen to simple stories and understand what is happening, with the help of the pictures.	Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Towards their second birthday, can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects? Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example,	

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				longer sentences like 'make teddy jump' or 'find your coat'.		'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?" Around the age of 2, can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?" Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.	
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Use longer sentences of four to six words.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?

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EXAMPLES OF HOW TO DO THIS:	Offer children at least a daily story time as well as sharing books throughout the session. If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: Say the child's name and then: "Please stop and listen".	Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from The Gruffalo include: 'stroll, roasted, knobbly, wart and feast. Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-	Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play. Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell. Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.	Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday". When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.	Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"	Model language that promotes thinking and challenges children: "I can see that's empty – I wonder what happened to the snail that used to be in that shell?" Open-ended questions like "I wonder what would happen if….?" encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same	

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COMMUNICATION AND LANGUAGE											
AGE 4-5 YEARS **RECEPTION WILL BE LEARNING TO:**	Understand how to listen carefully and why listening is important.	Learn new vocabulary.	Use new vocabulary through the day.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives.	Describe events in some detail.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Develop social phrases.	Engage in story times.	Listen to and talk about stories to build familiarity and understanding.

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EXAMPLES OF HOW TO DO THIS:	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."	Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying, evaporating'; in music: percussion', 'tambourine' Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example" "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"	Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.	Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."	Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all Week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make	Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"	Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week…"Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a chocolate biscuit at break time and after that I had two puddings for lunch. I'm so full!"	Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because' 'I think it's…', 'you could…', 'it might be…'	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Timetable a storytime at least once a day. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.	Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!" Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters

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COMMUNICATION AND LANGUAGE CONT…						
AGE 4-5 YEARS RECEPTION WILL BE LEARNING TO:	**Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.**	**Use new vocabulary in different contexts.**	**Listen carefully to rhymes and songs, paying attention to how they sound.**	**Learn rhymes, poems and songs.**	**Engage in non-fiction books.**	**Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.**

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EXAMPLES OF HOW TO DO THIS:	Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors.	Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found." Explain new vocabulary in the context of story, rather than in word lists.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.	Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.

PERSONAL, SOCIAL AND EMOTIONAL								**Observation Checkpoint**
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Find ways to calm themselves, through being calmed and comforted by their key person.	Establish their sense of self.	Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use	Find ways of managing transitions, for example from their parent to their key person.	Thrive as they develop self assurance.	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and	Around 7 months, does the baby respond to their name and respond to the emotions in your voice? Around 12 months, does the baby start to be shy around strangers and show preferences for certain

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			that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.				available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	people and toys?
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Feel strong enough to express a range of emotions.	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Develop friendships with other children.	Safely explore emotions beyond their normal range through play and stories.	Are talking about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …".	
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like happy', 'sad', 'angry' or 'worried'.	Begin to understand how others might be feeling.	Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to

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EXAMPLES OF HOW TO DO THIS:	Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood. Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.	Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.	Invite trusted people into the setting to talk about and show the work they do. Some examples of this might be plumbers, artists or firefighters. Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.	Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group. Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide wigs reflecting different ethnicities, combs and brushes etc. to stimulate pretend play around their interest. Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation. Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.	Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.	Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.	Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"	some activities for a while? Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

PERSONAL, SOCIAL AND EMOTIONAL

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AGE 4-5 YEARS **RECEPTION WILL BE LEARNING TO:**	**See themselves as a valuable individual.**	**Build constructive and respectful relationships.**	**Express their feelings and consider the feelings of others.**	**Show resilience and perseverance in the face of challenge.**	**Identify and moderate their own feelings socially and emotionally.**	**Think about the perspectives of others.**	**Manage their own needs.**
EXAMPLES OF HOW TO DO THIS:	Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them.	Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary.	Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage about talk about feelings and their opinions.	Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.	Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.	Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it	Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrating your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

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PHYSICAL								Observation Checkpoint
AGE 0-3 YEARS. **CHILDREN WILL BE LEARNING TO:**	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.	Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings).	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.	Develop manipulation and control. Explore different materials and tools.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Learn to use the toilet with help, and then independently.	Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals, and jump on soft-play equipment.
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	**Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.**	**Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.**	**Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.**	**Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks**	**Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.**	**Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.**	**Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.**	Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are

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EXAMPLES OF HOW TO DO THIS:	Encourage children to transfer physical skills learnt in one context to another one. Suggestion: children might first learn to hammer in pegs to mark their Forest school boundary, using a mallet. Then, they are ready to learn how to use hammers and nails at the woodwork bench. Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies. When they draw a single line from left to right, say, they don't need to pass the paintbrush from one hand to another or have to move their whole body along.	Lead movement-play activities when appropriate. These will challenge and enhance children's physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – 'gallop', 'slither' – and encourage children to use it. Also model the vocabulary of instruction – 'follow', 'lead', 'copy' –and encourage children to use it.	Encourage children to become more confident, competent, creative and adaptive movers. Then, extend their learning by providing opportunities to play outdoors in larger areas, such as larger parks and spaces in the local area, or through Forest or Beach school.	Explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow.	You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. The tripod grip is a comfortable way to hold a pencil or pen. It gives the child good control. The pen is pinched between the ball of the thumb and the forefinger, supported by the middle finger with the other fingers tucked into the hand. You can help children to develop this grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.	Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.	Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme. Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.	struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

PHYSICAL

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AGE 4-5 YEARS RECEPTION WILL BE LEARNING TO:	**Revise and refine the fundamental movement skills they have already acquired:** **- rolling** **- crawling** **- walking** **- jumping** **- running** **- hopping** **- skipping** **- Climbing**	**Progress towards a more fluent style of moving, with developing control and grace.**	**Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.**	**Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.**	**Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.**	**Combine different movements with ease and fluency.**	**Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.**

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EXAMPLES OF HOW TO DO THIS:	Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Give children experience of carrying things up and down on different levels (slopes, hills and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening,	Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky or sitting or lying in a den.	Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.	Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: - that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers - that they can move and rotate their lower arms and wrists independently Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.	Provide areas for sitting at a table that are quiet, purposeful and free of distraction. Give children regular, sensitive reminders about correct posture. Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.	Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements.	Encourage children to use a range of equipment. These might include wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

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PHYSICAL				
AGE 4-5 YEARS **RECEPTION WILL BE LEARNING TO:**	**Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.** **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.**	**Develop the foundations of a handwriting style which is fast, accurate and efficient.**	**Know and talk about the different factors that support their overall health and wellbeing:** **- regular physical activity** **- healthy eating** **- toothbrushing** **- sensible amounts of 'screen time'** **- having a good sleep routine** **- being a safe pedestrian**	**Further develop the skills they need to manage the school day successfully:** **• lining up and queuing** **• mealtimes** **• personal hygiene**
EXAMPLES OF HOW TO DO THIS:	Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.	Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.	Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.	Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

LITERACY

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AGE 0-3 YEARS. **0-3 YEARS WILL BE LEARNING TO:**	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.	Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words.	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Develop play around favourite stories using props.	Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.
AGE 0-3 YEARS. **0-3 YEARS WILL BE LEARNING TO:**	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Enjoy drawing freely.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Make marks on their picture to stand for their name.
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	**Understand the five key concepts about print:** **- print has meaning** **- print can have different purposes** **- we read English text from left to right and from top to bottom** **- the names of the different parts of a book** **- page sequencing**	**Develop their phonological awareness, so that they can:** **- spot and suggest rhymes** **- count or clap syllables in a word** **- recognise words with the same initial sound, such as money and mother**	**Engage in extended conversations about stories, learning new vocabulary.**	**Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.** **Write some or all of their name.**

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EXAMPLES OF HOW TO DO THIS:	Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.	Help children tune into the different sounds in English by making changes to rhymes and songs, like: - changing a word so that there is still a rhyme: "Twinkle, twinkle chocolate bar" - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon." Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.	Choose books which reflect diversity. Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.

AGE 4-5 YEARS **RECEPTION WILL BE LEARNING TO:**	**Read individual letters by saying the sounds for them.**	**Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.**	**Read some letter groups that each represent one sound and say sounds for them.**	**Read a few common exception words matched to the school's phonic programme.**	**Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.**

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EXAMPLES OF HOW TO DO THIS:	Help children to read the sounds speedily. This will make sound-blending easier.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.
AGE 4-5 YEARS **RECEPTION WILL BE LEARNING TO:**	Spell words by identifying the sounds and then writing the sound with letter/s	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Re-read what they have written to check that it makes sense.		
EXAMPLES OF HOW TO DO THIS:	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Model how you read and re-read your own writing to check it makes sense.		

MATHEMATICS							
AGE 0-3 YEARS. 0-3 YEARS WILL	Combine objects like stacking blocks and	Take part in finger rhymes with	Compare amounts, saying 'lots', 'more'	Counting-like behaviour, such	Count in	Climb and squeezing selves into different types of spaces.	Compare sizes, weights etc. using gesture and language -

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BE LEARNING TO:	cups. Put objects inside others and take them out again.	numbers. React to changes of amount in a group of up to three items.	or 'same'.	as making sounds, pointing or saying some numbers in sequence.	everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Build with a range of resources. Complete inset puzzles.	'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a mall set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'.	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Make comparisons between objects relating to size, length, weight and capacity	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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EXAMPLES OF HOW TO DO THIS:	Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three. Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'. Ask children to get you a number of things and emphasise the total number in your conversation with the child. Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up	Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence. Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions: - "I think Adam has got more crackers…" - support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs…." - draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'.	Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitively support and discuss questions like: "What is the same and what is different?" Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."	Discuss position in real contexts. Suggestions: how to shift the leaves off a path or sweep water away down the drain. Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. Suggestion: "Let's put the troll under the bridge and the billy goat beside the stream." Take children out to shops or the park: recall the route and the order of things seen on the way. Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other. Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play	Provide experiences of size changes. Suggestions: "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens when you stretch dough, or elastic?" Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it exactly…?"	Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose. Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make. Occasionally suggest challenges, so that children build increasingly more complex constructions. Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: "Where does this triangular one /cylinder/cuboid go?"	Provide patterns from different cultures, such as fabrics. Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, children to continue patterns and spot mistakes. Engage children in following and inventing movement and music patterns, such as clap, clap, stamp. Talk about patterns of events, in cooking or getting dressed. Suggestions: - 'First', 'then', 'after', 'before' - "Every day we…" - "Every evening we…" Talk about the sequence of events in stories. Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Countdown to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'

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MATHEMATICS							
AGE 4-5 YEARS RECEPTION WILL BE LEARNING TO:	Count objects, actions and sounds	Subitise	Link the number symbol (numeral) with its cardinal number value.	Count beyond ten.	Compare numbers.	Understand the 'one more than/one less than' relationship between consecutive numbers.	Explore the composition of numbers to 10.

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EXAMPLES OF HOW TO DO THIS:	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Say how many there are after counting - for example,"…6, 7, 8. There are 8 balls" - to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle. Say how many there might be before you count to give a purpose to counting: "I think there are about 8. Shall we count to see?" Count out a smaller number from a larger group: "Give me seven…" Knowing when to stop shows that children understand the cardinal principle. Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time. Sing counting songs and number rhymes and read stories that involve counting. Play games which involve counting. Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.	Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Encourage children to show a number of fingers 'all at once', without counting.	Display numerals in order alongside dot quantities or tens frame arrangements. Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements. Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.	Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready. Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.	Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space, they take up. Include groups where the number of items is the same. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. Distribute items evenly, for example: "Put 3 in each bag," or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion. Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.	Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away. Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.	Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: "Well, there are three here and three here, so there must be six." Emphasise the parts within the whole: "There were 8 eggs in the incubator. Two have hatched and 6 haven't yet hatched." Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't?
AGE 4-5 YEARS	Automatically recall number bonds for	Select, rotate and manipulate shapes in	Compose and decompose	Continue, copy and create repeating patterns.		Compare length, weight and capacity.	

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RECEPTION WILL BE LEARNING TO:	numbers 0–10	order to develop spatial reasoning skills.	shapes so that children recognise a shape can have other shapes within it, just as numbers can.		
EXAMPLES OF HOW TO DO THIS:	Have a sustained focus on each number to 10. Make visual and practical displays in the classroom showing the different ways of making numbers to 10 so that children can refer to these. Play hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: "Seven went in the tent and 2 came out. I wonder how many are still in there?" Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. "I've only got 1 seed, I need 3 more." Spot and use opportunities for children to apply number bonds: "There are 6 of us but only 2 clipboards. How many more do we need?" Place objects into a five frame and talk about how many spaces are filled and unfilled	Provide high-quality pattern and building sets, including pattern blocks, tangrams, building block sand magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: "I bet you can't add an arch to that," or "Maybe tomorrow someone will build a staircase." Teach children to solve a range of jigsaws of increasing challenge.	Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many different ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern. Make a deliberate mistake and discuss how to fix it.	Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"

UNDERSTANDING THE WORLD

AGE 0-3 YEARS.	Repeat actions that	Explore materials	Explore natural	Explore and	Make connections	Notice differences between people.

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0-3 YEARS WILL BE LEARNING TO:	have an effect.	with different properties.	materials, indoors and outside.	respond to different natural phenomena in their setting and on trips.	between the features of their family and other families.				
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	Use all their senses in hand son exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Begin to make sense of their own life-story and family's history.	Show interest in different occupations.	Explore how things work	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel.	Talk about the differences between materials and changes they notice.	Continue to develop positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

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EXAMPLES OF HOW TO DO THIS:	Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if…?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.	Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family.	Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their talks and play.	Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.	Show and explain the concepts of growth, change and decay with natural materials. Suggestions: - plant seeds and bulbs so children observe growth and decay over time - observe an apple core going brown and mouldy over time - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.	Draw children's attention to forces. Suggestions: - how the water pushes up when they try to push a plastic boat under it - how they can stretch elastic, snap a twig, but can't bend a metal rod - magnetic attraction and repulsion Plan and introduce new vocabulary related to the exploration, and encourage children to use it.	Provide children with opportunities to change materials from one state to another. Suggestions: - cooking – combining different ingredients, and then cooling or heating (cooking) them - melting – leave ice cubes out in the sun, see what happens when you shake salt onto them Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new vocabulary related to the exploration and encourage children to use it.	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation.	Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk abo similarities and differences.

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UNDERSTANDING THE WORLD							
AGE 4-5 yrs RECEPTION WILL BE LEARNING TO:	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, inc. figures from the past.	Draw information from a simple map.	Understand that some places are special to members of their community.	Recognise that people have different beliefs and celebrate special times in different ways.

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EXAMPLES OF HOW TO DO THIS:	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children may begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.
AGE 4-5 yrs RECEPTION WILL BE LEARNING	**Recognise some similarities and differences between life in this**	**Explore the natural world around them.**	**Describe what they see, hear and feel whilst outside.**	**Recognise some environments that are different to the one in which they live.**		**Understand the effect of changing seasons on the natural world around them.**	

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TO:	**country and life in other countries.**				
EXAMPLES OF HOW TO DO THIS:	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.	Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and manmade. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.
EXPRESSIVE ART & DESIGN					

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AGE 0-3 YEARS **0-3 YEARS WILL BE LEARNING TO:**	Show attention to sounds and music.	Respond emotionally and physically to music when it changes.	Move and dance to music.	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Explore their voices and enjoy making sounds.	Join in with songs and rhymes, making some sounds.	Make rhythmical and repetitive sounds.	Explore a range of soundmakers and instruments and play them in different ways.	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
AGE 0-3 YEARS **0-3 YEARS WILL BE LEARNING TO:**	Start to make marks intentionally.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Use their imagination as they consider what they can do with different materials.	Make simple models which express their ideas.	
AGE 3-4 YEARS **3-4 YEARS WILL BE LEARNING TO:**	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness,	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.		Play instruments with increasing control to express their feelings and ideas.		

			sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.			

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EXAMPLES OF HOW TO DO THIS:	Children generally start to develop pretend play with 'rules' when they 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby). Provide lots of flexible and open-ended resources for children's imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.	Offer opportunities to explore scale. Suggestions: - long strips of wallpaper - child size boxes - different surfaces to work on e.g. paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.	Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: "How does blue become green?" Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with	Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games.	When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this.	Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

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EXPRESSIVE ART & DESIGN					
AGE 4-5 YEARS RECEPTION WILL BE LEARNING TO:	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Develop storylines in their pretend play.	Explore and engage in music making and dance, performing solo or in groups,

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EXAMPLES OF HOW TO DO THIS:	Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate. Provide opportunities to work together to develop and realise creative ideas. Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists.	Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.	Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like 'ba'. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song	Provide a wide range of props for play which encourage imagination. Suggestions: different lengths and styles of fabric can become capes, the roof of a small den, a picnic rug or an invisibility cloak. Support children in deciding which role they might want to play and learning how to negotiate, be patient and solve conflicts. Help children who find it difficult to join in pretend play. Stay next to them and comment on the play. Model joining in. Discuss how they might get involved.	Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music. Encourage children to replicate choreographed dances, such as pop songs and traditional dances from around the world. Encourage children to choreograph their own dance moves, using some of the steps and techniques they have learnt.

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2020 EARLY LEARNING GOALS

Prime Area: Personal, Social and Emotional Development

Self-Regulation			Managing Self			Building Relationships		
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others.	Form positive attachments to adults and friendships with peers.	Show sensitivity to their own and to others' needs.

Prime Area: Communication and Language

Listening, Attention and Understanding			Speaking		
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.	Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	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.

Prime Area: Physical Development

Gross Motor Skills			Fine Motor Skills		
Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including scissors, paintbrushes and cutlery.	Begin to show accuracy and care when drawing.

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Specific Area: Literacy

Comprehension			Word Reading			Writing		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.

Specific Area: Mathematics

Number			Numerical Patterns		
Have a deep understanding of number to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area: Understanding the World

Past and Present			People, Culture and Communities			The Natural World		
Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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.	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.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Specific Area: Expressive Arts and Design

Creating with Materials			Being Imaginative and Expressive		
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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Area of Learning	3-4 years	4-5 years	ELG
LISTENING, ATTENTION & UNDERSTANDING	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Ask questions to find out more and to check they understand what has been said to them.	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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
SPEAKING	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Articulate their ideas and thoughts in well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.
SELF REGULATION	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community.	See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
MANAGING SELF	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive.	Manage their own needs. Show resilience and perseverance in the face of challenge.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy

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			food choices.
BUILDING RELATIONSHIPS	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk with others to solve conflicts Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
GROSS MOTOR SKILLS	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
FINE MOTOR SKILLS	Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when

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	Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene	drawing.
COMPREHENSION	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Re-read what they have written to check that it makes sense.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
WORD READING	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
WRITING	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s	Write recognisable letters, most of which arecorrectly formed. Spell words by identifying sounds in them and

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	starts at the top of the page; write 'm' for mummy. Write some or all of their name.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
NUMBER	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a mall set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
NUMERICAL PATTERNS	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	Automatically recall number bonds for numbers 0–10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
PAST AND PRESENT	Begin to make sense of their own life-story and family's	Comment on images of familiar situations in the past.	Talk about the lives of the people around

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	history.	Compare and contrast characters from stories, inc. figures from the past.	them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
PEOPLE, CULTURE & COMMUNITIES	Show interest in different occupations Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about members of their immediate family and community. Name and describe people who are familiar to them Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
THE NATURAL WORLD	Use all their senses in hand son exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
CREATING WITH MATERIALS	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
BEING IMAGINATIVE AND EXPRESSIVE	Take part in simple pretend play, using an object to	Listen attentively, move to and talk about music,	Invent, adapt and recount narratives and

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	represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas	expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.