

Early Years Foundation Stage
Panshanger School



When designing our curriculum and the provision we provide at Panshanger Primary School we have considered the Seven Features of Effective Practice.

The Best for Every Child

- All children deserve to have an equal chance of success.
- High quality early education is good for all children.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

High-Quality Care

- The child's experience must always be central to the thinking of every practitioner.
- Young children thrive when they are loved and cared for.
- High quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children.
- Practitioners understand that young children are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all other transitions in the early years, are big steps for small children.

The Curriculum: What We Want Children to Learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Young children do not develop in a fixed way. Their development is like a spider's web with many strands.
- Depth in early learning is much more important than covering lots of things in a superficial way.

Pedagogy (the method of teaching) - helping children learn

- Children are powerful learners. Every child can make progress with their learning with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work when practitioners guide their learning.
- A well planned learning environment, indoors and outdoors is an important aspect of pedagogy

Partnership with Parents

- It is important for parents and early years settings to have strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their child's progress.
- The help that parents give their child at home has a very significant impact on their learning.
- It is important to encourage all parents to chat, play and read with their children.
- Some children get much less support for their learning at home than others. By knowing and understanding all children and their families, settings can offer more help to those that need it.

Assessment: Checking What Children Have Learnt.

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has special educational need and needs extra help.
- Assessment should not take practitioners away from the children for long periods of time.

Self-Regulation and Executive Function

- Executive Function includes the child's ability to:
 - holds information in mind
 - focus their attention
 - think flexibility
 - inhibit impulsive behaviour
- These abilities contribute to the child's growing ability to self-regulate:
 - concentrate their thinking
 - Plan what to do next
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

How we teach in the Early Years at Panshanger Primary School

Staff at Panshanger genuinely care about the children within our setting and work hard to ensure all children feel happy, safe and secure. It is our aim for children in our care to experiment, explore and progress in their own creative ways to reach their potential. We strive to lay the foundations for them to be considerate members of the school and wider community. To enable us to do this we provide a safe, and stimulating environment in which our children are nurtured. We enable them to develop the necessary skills, knowledge and attitudes through an ambitious, broad and exciting curriculum which builds on and extends the children's interests.

We use the four guiding principles to shape our practice at Panshanger

1. - Every Child is a Unique Child who is constantly learning and can be resilient, capable, confident and self-assured.

All families are encouraged to have a home visit from the class teacher and another member of the EYFS team prior to starting at Panshanger. Children are then invited into school with their parents for 'stay and play' sessions in the summer term prior to them starting with us. Teachers also talk to any feeding preschools or settings that the children have attended prior to us. We use these visits to really get to know the children to support their transition to Panshanger Nursery and Primary School. A similar process is used to transition children to Key Stage One or a new school.

Before they start children are set up on Tapestry, their own individual learning journal. Parents are encouraged to complete the "About Me" profile which is then available for all members of the EYFS team to view on Tapestry. This information can be updated or change when necessary throughout the year.

In Nursery each child will have at least 2 focus weeks throughout the year which parents are informed about and encouraged to share recent achievement, changes or interests. This information drives our curriculum and allows us to plan for individual needs and activities.

2. Children learn to be strong and independent through positive relationships.

Strong and positive relationships underpin everything we do. These positive relationships are essential to achieving the best outcomes for the children we teach. Parents are encouraged to share the knowledge they have of their child with us and we encourage an open line of communication to discuss any concerns. At Panshanger we use the online journal Tapestry to share the children's learning with the parents. This also enables the parents to share aspects of the child's home life, learning and achievements outside of school. The children can then share their photos and news with the class, helping develop numerous skills as well as valuing the child and their family. Family members are regularly invited into class for events such as shared reading and various different workshops e.g. castle building. Parents are invited to other events throughout the year such as the Foundation Stage Christmas performance, sport day and class sharing assemblies. **High quality interactions** between the children and practitioners mean the adults listen to and help extend children's thinking, promoting self-esteem and developing curiosity.

3. Children learn and develop well in enabling environments.

Our environment is carefully thought out to ensure it is welcoming and nurturing promoting children's emotional wellbeing. We provide an enabling and stimulating environment both inside and outside, where the layout and furniture encourage independence and choice. The children are encouraged to explore all areas, where they will find high quality resources throughout. We have extended our classrooms to the outside areas, creating inviting learning areas that reflect the learning that takes place inside. The children are encouraged to take ownership of their environment so are involved in the set up and where things belong. Children are encouraged to take a problem solving approach when tidying up.

4. Children develop and learn in different ways and at different rates.

Practitioners receive up to date with training to ensure they have Knowledge and understanding of child development, characteristics of effective learning to ensure they are providing exciting and challenging ways to learn.

We ensure we adopt an appropriate mix of **Adult-led and child-led learning**. Adult led Group/ activities are increased throughout the children's journey in Early Years Foundation Stage, to ensure they are ready to transition into Key Stage One. Children take part in weekly planning meeting to talk about their ideas and what they would like to think about.

Observational assessment means practitioners know each child's strengths, needs and interests which forms the basis of planning for further learning.

Observational assessment involves:

- Noticing the child- what they are doing/ saying/ curious about.
- Understanding the child- consider what this tells you about what they know, understand or are interested in.
- Teach- use the information to make an immediate impact on the child's learning.

The role of the Adult

- To always safeguard all children
- To provide a safe, secure and caring environment
- To embrace all children and their uniqueness
- To understand the value of play.
- Facilitate learning through high quality interactions and help move learning on.
- To find and act on teachable moments
- To be flexible and adapt to the interests of the children.
- To inspire, challenge and provide emotional support.
- To form positive relationships with children and their colleagues
- To encourage independence (dressing, self-care skills, using equipment, problem solving)
- To nurture children's self confidence and self-esteem.
- Values the culture of making mistakes and using these as opportunities to learn.
- To teach children how to express and communicate their feelings in an appropriate way.
- To have a good understanding of child development
- To make assessments which form further planning based on children's individual needs.
- To record children's learning through observations.
- To have knowledge and understanding of the EYFS Framework

Each teacher is the named key person for the children in their class. Teaching Assistants are required to develop relationships, observe and assess all children within their class. TAs will also be responsible for leading Adult Led Group time activities

Teaching can look like any of the following:

Enabling learning through:

- Drawing attention to
- Developing reasoning and making connections
- Exploring ideas together.

Providing opportunities for children to:

- Manipulate, experience, see
- Engage in talk (listen, analyse and discuss)
- Be inquisitive and investigate

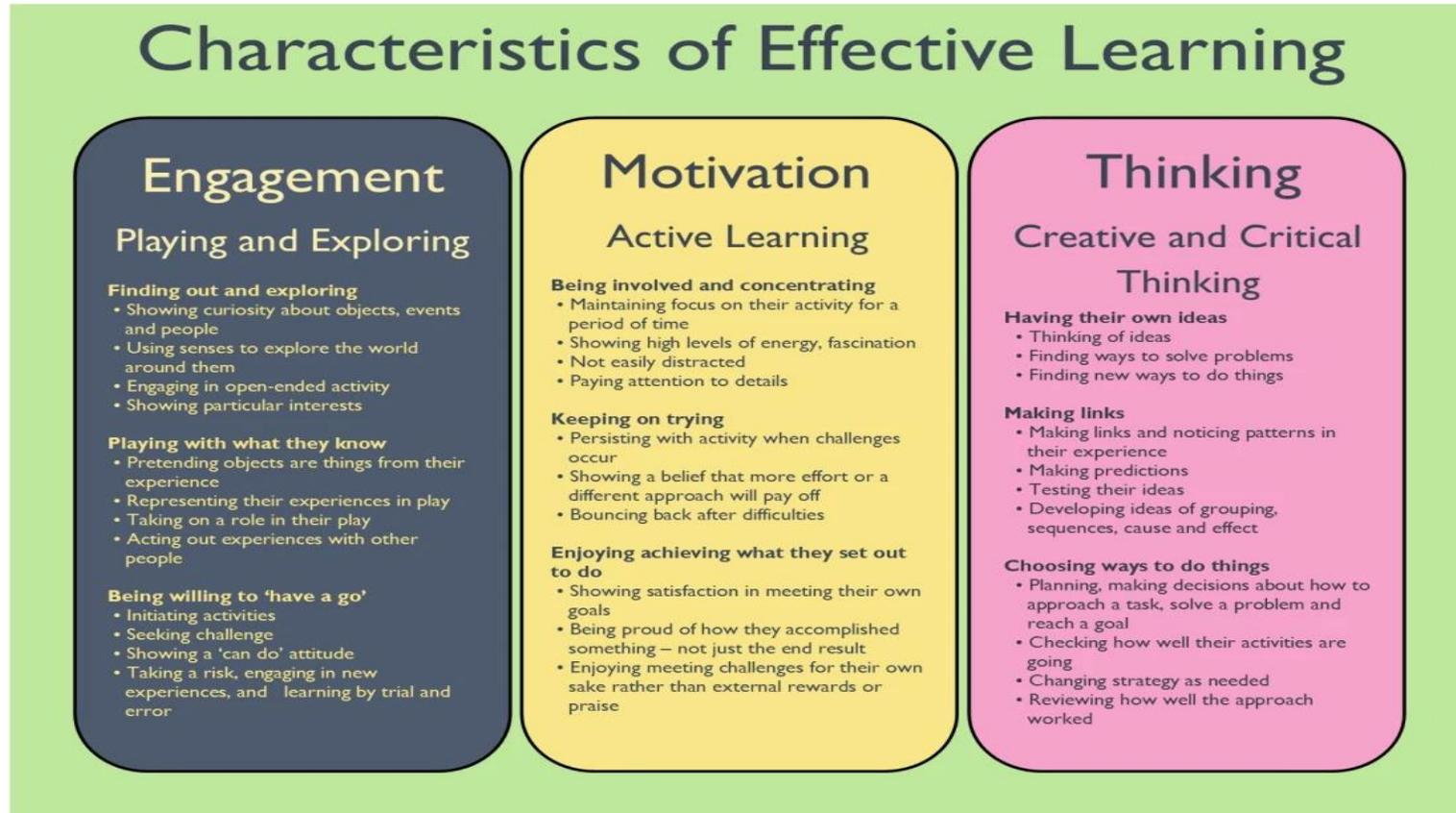
Prompting children's thinking through:

- What do you notice?
- What is the same and what is different?
- Referring to own experiences

Developing children's thinking through:

- Scaffolding
- Investigation or challenge.
- Providing a narrative for what they are.

Characteristics of Effective Learning



The characteristics of effective learning underpins everything we do in the Early Years Foundation Stage and are interconnected with the prime and specific areas of learning. They are indicators of how a child engages with their learning, their motivation and thought processes behind learning and new achievements. .

In the EYFS at Panshanger the majority of the time is spent planning within the moment. This can be broken down into three stages.

The Child's Spark- This is when the child first shows an interest in something. There should be an air of fascination around the object and concentration in what they are doing.

The Teachable Moment- The teacher/ TA will notice this and approach the child. This is the opportunity to extend their interest and therefore learning, by asking open ended questions and considering ways to apply their interest to other options within the environment.

The Documentation- At later date the learning is sometimes documented in the child's own learning journal, in the class Floor book or on the Learning Journey Display within the classroom.

Tell me and I will forget
Teach me and I remember
Involve me and I learn

Benjamin Franklin

To enhance the learning opportunities and to act as a provocation for the children's ideas we do have half termly very broad themes. These are very open and flexible to allow for us to follow the interests and ideas of the current cohort of children.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tell me a story	Celebrations	Let's Imagine	New Beginnings	Amazing Animals	The Great Outdoors

***The order and content of the themes may change depending on the cohort and external factors**

We are required to use the 'The Statutory Framework for the Early Years Foundation Stage Document', but also use the Development Matters and birth to Five Matters Document to inform and support our curriculum planning.

The Areas of Learning and Development

In the Statutory Framework there are seven areas of learning and development that must shape educational programmes. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building the foundations for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in four **specific areas**, through which the three **prime areas** are strengthened and applied. The **specific areas** are

- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELGs), but the wide variety of rich experiences that we offer the children at Panshanger are not restricted by these.

Communication and Language Progression of Skills

Listening, Attention and Understanding

Speaking

Listening, Attention and Understanding.

Three- Four Years

. 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?”

Reception

. Understand how to listen carefully and why listening is important.
 . Learn new vocabulary.
 . Use new vocabulary through the day.
 . Listen to and talk about stories to build familiarity and understanding.
 . 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.

Listening, Attention and Understanding.ELG .

.Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. **ELG**

• **Make comments about what they have heard and ask questions to clarify their understanding..ELG**

• **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.ELG**

Listening to others.	I can listen and respond to simple instructions. I listen to stories.	I enjoy listening to stories. I can only listen to one thing at a time.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books.	I listen attentively during discussions as a class, with peers and with my teacher. ELG		
Asking questions.	I understand simple questions e.g. “who is that?”	I understand questions that involve two actions.	I understand ‘why’ questions and respond appropriately to them.	I can ask questions about stories that have been read to me and I have read. ELG	I can ask questions in discussions when 1:1, in small groups and larger class discussions. ELG			
Having conversations	I copy facial expressions. I act on sentences e.g. “get your coat”.	I am using a wider range of vocabulary.	I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.	I can listen carefully during discussions.	I use new vocabulary in my conversations	I can listen attentively and respond appropriately during conversations... ELG	I can hold a conversation with my peers and teachers back and forth.

Speaking

<p>Three- Four Years</p> <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ ‘swimmed’ for ‘swam’.</p> <p>. May have problems saying”- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as ‘pterodactyl’, ‘planetarium’, or ‘hippopotamus’.</p> <p>. Use longer sentences of four to six words.</p> <p>. 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.</p> <p>. Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the bus driver.”</p>	<p>Reception</p> <ul style="list-style-type: none"> . 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. . . 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Speaking- ELG .</p> <ul style="list-style-type: none"> . Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.ELG • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.ELG • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.ELG
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Holding discussions with others.	I can copy adults taking turn in conversations. I try to copy adult speech.	I use gestures and copy gestures and words. I am beginning to develop conversation.	I can express my point of view using words and actions.	I can start a conversation and continue it.	I can use talk to resolve my problems.	I can hold a conversation with my peers and teachers back and forth.	I can explain why things happen and use new vocabulary during these discussions ELG
Vocabulary and explanations	I copy the words adults make around me.	I am learning rhymes. I can express my point of view.	I can use talk to organise my play.	I learn new vocabulary. I use this throughout the day.	I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.		I use recently introduced vocabulary in discussions. I explain why things happen. ELG
Progression of a child’s speech.	I am still learning to pronounce l,r,w,y,f,th,s,sh,ch,dz,j. I am still learning to pronounce longer words such as ‘banana’ and ‘computer’.	I may have problems with irregular tenses such as ‘runned’ or ‘swimmed’.	I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.	I am using longer sentences of 4 – 6 words.	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses. ELG

Physical Development Progression of Skills

Fine motor skills – linked to writing

Gross Motor skills – linked to P.E

Fine Motor skills

Three- Four Years

. 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.
- . Write some letters accurately.

Handwriting

.Use a comfortable grip with good control when holding pens and pencils.

.Show a preference for a dominant hand.

Reception

- . Form lower-case and capital letters correctly.
- . Spell words by identifying the sounds and then writing the sound with letter/s.
- . Re-read what they have written to check that it makes sense.
- . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Handwriting 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.

Writing- ELG .

- . Write recognisable letters, most of which are correctly formed. **ELG**
- Spell words by identifying sounds in them and representing the sounds with a letter or letters. **.ELG**
- Write simple phrases and sentences that can be read by others. **.ELG**

Handwriting

. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. **ELG**

Core strength and posture	Slide forwards and backwards on a chair, as they begin to sit on it. May prop themselves up with their arms or rest their head. The adult gives support by pushing their chair in and modelling and reminding me how to sit.		Remembers to push their chair under the table and beginning to sit up straight as they write. Some prompting.		Sit up tall at the table with my feet on the floor. 90-90-90 position' – 90-degree angle at the feet/ankles, at the knees and at the elbows.			
Fine motor – wrist – arm and finger strength dexterity.	Pivot their shoulder using upper body strength, e.g. swinging, pushing and lifting		Pivot their elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot their wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.		Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc. Strength in fingertips.	
Holding a pencil	Hold the pencil in a palmar or digital grip. Swapping and testing hands.	Develop a pincer grip. Still may be determining which hand to use.	Sometimes hold a pencil correctly with support.	Consistently use a dominant hand.	Hold a pencil with a tripod pincer grip.	Correctly hold a pencil and use it with good control and pressure. Hold/ move the paper with one hand and write with the other.		
Hand dominance								
Writing symbols.	Record a straight vertical line	Record a horizontal straight line.	Record a circle.	Record a vertical cross.	Record a square.	Record diagonal lines to the left and right.	Record a cross using diagonal lines.	Record a triangle

Name	Make an attempt at their name.	Form some letters in their name.	Form most letters of their name.	Begin to form the letters for their first name correctly.	Form the letters for their full name correctly.
Letter Formation	Correctly form <u>some</u> letters from Phase 2 and name.	Correctly forming some letters from the 26 in the alphabet.		Correctly forming <u>all</u> of the 26 letters from the alphabet.	
Sizing	Begin to reduce the size of my letters.	Record letters with some consistency of size and neatness.		Record small, neat and consistently sized letters	
Orientation	Begin to form letters the correct way around	Begin to sit some letters on the line.	Sit all the letters on the line.		Orientate all letters appropriately

Gross Motor skills

Three- Four Years

- . Continue to develop their movement, balancing, riding (trikes and balance 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.
- Dance.** 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.

Reception

- . 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. (balance, stillness, climb higher, fun further)
- . 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. (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes)
- . 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. (obstacle courses- change speed/ direction)
- . 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.
- Games.** Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming.
- Games**• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Gross Motor skills- ELG .

- Negotiate space and obstacles safely, with consideration for themselves and others. ELG**
- Demonstrate strength, balance and coordination when playing. ELG
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG

Running. Jogging and skip	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval.	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.
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Throwing	Explore throwing different objects and items.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and beanbags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.	
Catching	Catch a large soft ball in two hands. Cradle ball into chest.	Catch a large soft ball in the palms of hands and fingers Cradle into chest.		Catch larger balls when throwing and catching with a partner from short distances.	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.
Rolling	Roll large balls and equipment e.g. tyres to large targets.		Roll large balls to a friend / cones/ skittles along the floor - short distance.		Increase the rolling distance to the target.	Roll small balls to a friend / cones/ skittles along the floor - short distance. Increase the rolling distance to the target.	
Bat and striking	Hold a bat or racket correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racket correctly and safely.		Use a bat or racket to hit a large target on a stand.	Use a bat or racket to hit a small ball on a stand. Use a bat or racket to hit a slow, moving ball.	
Balance Bounce	Balance equipment on body parts	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon	Bounce a small ball off the floor and catch with two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.
Kicking	Explore kicking a static ball with both feet.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.		Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.

Jumping and landing	Bend knees. Bob up and down and keep my balance on the spot.	Jump on the spot with two feet together and land safely.	Jump with two feet together and jump forwards and backwards.	Jumping forwards on two feet, increasing control over distance and height.	Jump from two feet to one foot keeping my balance. Hopscotch	Hop one foot to the opposite foot and then to the same foot, landing safely.	Combine a sequence of 2-3 jumps with fluency and control in taking off and landing.
Dancing-Movement	Move to music.	Copy basic actions.		Learn short routines, beginning to match pace.	Learn longer routines, beginning to match pace.	Put a sequence of actions together.	
Dancing-Interpretation	Begin to watch the dances of others for short periods of time.	Watch dances and performances.		Say what they like and dislike about dances/performances.	Replicate parts of a dance or performance.	Begin to improvise independently to create a simple dance.	
Gymnastics – Travelling at different levels	Explore sliding, crawling and crawling along low gymnastic equipment such as benches.	Safely walk, crawl, slide climb up and jump over gymnastic equipment such as PE table tops and benches.	Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.	Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.	<u>ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing		

Personal, Social, Emotional Development Progression of skills

Self-regulation		Managing Self			Building Relationships				
Self-regulation									
Three- Four Years . 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.			Reception . See themselves as a valuable individual. . Express their feelings and consider the feelings of others. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others.			ELG . . Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly .ELG • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. .ELG • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG			
Managing own emotions and feelings.	I can calm myself and be calmed by others.	I can express myself e.g. smile, cry.	I am beginning to talk about my emotions and manage them.	I can explain my emotions in more detail and give reason for them e.g. I am sad because they stole my toy".	I can confidently talk about my emotions using words such as 'happy' 'sad' 'angry' or 'worried'.	I moderate my feelings and emotions e.g. calming down after being upset.	I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. .ELG		
Understanding others emotions and feelings.	I engage with others, including to reach my own goals.		I am beginning to understand how others might be feeling through facial expressions and body language.		I consider the feelings of others e.g. going to children who are upset		I can understand why others may feel happy or sad because of events that have happened. ELG		
Behaviour	I am growing in independence, but this can lead me to become frustrated.	I am developing my control and am beginning to turn take and impulses to	I am following rules more without reminders.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.	I can work towards goals and show patience towards others and control my own behaviour	I listen to the teacher and respond to them appropriately at all times. ELG	I follow instructions from my teacher, even when given several	

		push or hurt others.				without reminders from adults. ELG		actions. ELG
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Managing Self

<p>Three- Four Years</p> <p>. 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.</p> <p>. Develop their sense of responsibility and membership of a community.</p> <p>. Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Reception</p> <p>. Show resilience and perseverance in the face of challenge.</p> <p>. Manage their own needs.</p>	<p>Writing- ELG .</p> <p>. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG</p> <p>• Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG</p> <p>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG</p>
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Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself e.g. which fruit.	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges e.g. opening my drink.	I am confident when trying new activities. ELG	I show perseverance in the face of challenge. ELG
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Following rules	I talk about my emotions e.g. what has made me happy or sad.	I am becoming more responsible.	I am following the rules of my setting with reminders.	I follow rules without reminders.	I can explain the reasons for why we have rules. ELG	I know right from wrong and I try to behave accordingly .ELG
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Managing my needs and feelings.	I can express my needs e.g. Saying I am hungry.	I am beginning to understand I need to look after myself e.g. keeping safe, going to the toilet.	I am managing my own needs more frequently.	I am developing in confidence, independence, resilience and perseverance. ELG	I am managing my own basic hygiene and personal needs e.g. dressing, toileting and healthy food choices. ELG
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Building Relationships

Three- Four Years . 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.				Reception . See themselves as a valuable individual. . Build constructive and respectful relationships. . Think about the perspectives of others.		Writing- ELG . . Work and play co-operatively and take turns with others. ELG . Form positive attachments to adults and friendships with peers. ELG . Show sensitivity to their own and to other’s needs. ELG	
Confidence	I am beginning to have confidence in myself. I am playing on my own and with others.	I show confidence when meeting other people around the school	I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.	I know people should listen to me just as I should listen to them.	I show confidence when playing and talking to adults and friendship peers. ELG		
Friendships	I have created attachments with adults in the setting and other children	I am building friendships with other children.	I play with one or more children and converse with them to extend play.	I have multiple positive friendly relationships with children and adults in my setting.	I have formed positive adult and peer friendships. ELG	I work and play co-operatively, including turn taking, with others. ELG	
Others and their feelings.	I am building friendships with others.	I ask questions about people – including their differences between me and them.	I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.	I can think about the perspective of others	I show sensitivity to my own needs. I show sensitivity to others needs. ELG		

At Panshanger we use the Jigsaw Scheme to support teaching

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being me in my World	Celebrating Differences	Dreams and goals	Healthy me	Relationships	Changing me

Literacy (Reading) Progression of skills

Word Reading and awareness

Comprehension

Word Reading and awareness of words and text

Three- Four Years

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom

- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Reception

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.
- Re-read what they have written to check that it makes sense.

Word Reading- ELG .

Say a sound for each letter in the alphabet and at least 10 digraphs. **WR-ELG**

- Read words consistent with their phonic knowledge by sound-blending. **WR-ELG**
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **WR-ELG**

STAGE 1- Verbal rhyming and alliteration	Listens to and enjoys songs and rhymes. Joins in with songs and rhymes and says some of the words.	Singing songs and rhymes independently.	Developing phonological awareness so they can hear rhymes. Can then suggest rhymes.	Count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.	Recognise words with the same initial sound e.g. mum and monkey	Read aloud simple rhyming sentences and rhyming books consistent with phonics knowledge.
STAGE 2- Joining in with stories read to me.	Enjoys sharing books with adults. Paying attention to the pictures or words in the book.	Has a favourite book that they find to share with others. Repeats words from familiar stories	Developing play around a story read to them.	In conversation demonstrate that understand print has meaning and can have different purposes.	Understand text is read left to right and top to bottom and can follow my finger along text, even if they do not know the words.	
STAGE 3- Recognising print and books.	Know a story can be read to them.	Notice print around me e.g. logos or the first letter of their name.		Understand print has meaning and can read books or be read to.	Know the names of the different parts of a book.	
STAGE 5- Common exception words	Understand some words cannot be sounded out.	Read a few common exception words linked to schools reading scheme.		Read common exception words when they are included in simple phrase or sentence.	Read simple sentences and books that include common exception words	
STAGE 6- Reading fluently	Developing some phonological awareness – for example spotting words with the same initial sound.	Blend sounds to create words.	Read simple phrases and sentences in books with some fluency.	Re-read these books to develop confidence in reading and fluency.	Identify all the sounds in books and 10 or more digraphs.	Sound blend all the words in their books that match to their phonetic ability. Read aloud sentences with good fluency that are matched to their phonetic ability.

Comprehension

<p>Three- Four Years Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 		<p>Reception Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • 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. • Re-read what they have written to check that it makes sense. 				<p>Comprehension- ELG . Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. COMP-ELG • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play COMP-ELG 	
Questioning	Asks simple questions about the book	Engages in conversation about stories while answering questions.	Engages in conversation about stories then asks questions.	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.	
Vocabulary	Joins in with repeated words used in text.	Develops play around favourite stories using props, beginning to use some text related vocab.	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words.	Uses new vocabulary introduced by the teacher when read in a book.	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.	
Inference	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the adult.	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the adult.	Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to ‘read beyond the text’ e.g. why do you think...	
Prediction	Sharing own ideas about the texts being read to them.	Beginning to predict what might happen next when prompted.	Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.	Make simple predictions from the story based on the story, previously read stories and own life experiences.	Predicts key events in the story either before the story is read or during reading the story.	Explains predictions and justifies why they may happen.	
Explaining	Says which stories they would like to read.	Shares opinions of stories – likes and dislikes.	Link what has been read to them to their own real life experiences.	Explain what has been read to them in their own words.	Expresses their ideas and views about the characters and events in the story.		

Retrieval	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	Understands that pictures offer many clues as to what has happened or will happen in a text.	Recognises characters, events, titles, images and key information in a text.	Recognise the difference between non-fiction and fiction texts.	Retrieves information by finding key words in the text.
Sequencing	Looks at books from front to back.	Knows we read from left to right, top to bottom.	Can retell a story through images – such as a story map.	Can orally re-tell a story in their own words.	Can sequence a simple story-remembering key events.	Can sequence a class story remembering some details and key events including story specific vocabulary too.	

Literacy (writing) Progression of skills

<p>Three- Four Years</p> <p>. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. Writing.3-4 <p>. Write some letters accurately. Writing.3-4</p> <p>Handwriting</p> <p>.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</p> <p>.Show a preference for a dominant hand. PD FMS.3-4</p>		<p>Reception</p> <p>. Form lower-case and capital letters correctly. W-R</p> <p>. Spell words by identifying the sounds and then writing the sound with letter/s. W-R</p> <p>. Re-read what they have written to check that it makes sense. W-R</p> <p>. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. W-R</p> <p>Handwriting</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - R</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - R</p>			<p>Writing- ELG .</p> <p>. Write recognisable letters, most of which are correctly formed. Writing-ELG</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG • Write simple phrases and sentences that can be read by others. Writing-ELG <p>Handwriting</p> <p>. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p>		
<p>Early Steps</p> <p>Making Marks</p>	<p>I draw basic pictures.</p> <p>I use lines to look like writing. Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p>	<p>I write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p> <p>Attempts to write name</p>	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning.</p> <p>Writes name from memory</p>	<p>I use letter strings which travel from left to right and top to bottom.</p> <p>I attempt to ‘read’ my writing.</p>	<p>I write letters with spaces between them to resemble the idea of words.</p>	<p>I copy words that I see in the environment around me.</p> <p>I often do not know what the words say.</p>	

Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name		I can hear initial sounds in words and write the letters down to match.	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs.	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts Phase 2, 3 and 4 words
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.	
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.	

Phonics

At Panshanger Primary School Reception children take part in high quality, daily phonics sessions. These are fun sessions involving lots of speaking, listening and games where the emphasis is on children's participation. They learn to use their phonic knowledge for reading, writing and independent play. We have chosen to follow a systematic synthetic phonics scheme called Animaphonics. Animaphonics provides an "Early Worms" lesson bank to teach the seven aspects of Phase 1 which are carried out in Nursery

We then begin by learning to say the 44 sounds and how to recognise them and write them down. Some of these sounds are called digraphs (where 2 letters make 1 sound – ch, ee, ar) We learn that these letters are a unit and work together to make 1 sound. We begin to blend (say them quickly) the sounds together to read simple words. We also learn to segment them (split them up) to help us to spell simple words.

We also begin to learn to read and spell Rainbow Words and are introduced to 'silly sounds' these are words that are spelt differently to how they sound.

	Autumn	Spring	Summer
	Phase 1- to include Early Worms		
Reception	Phase 2 & 3	Phase 4	Phase 5a

Phase 1-

Aspect 1- General Sound Discrimination- environmental

Aspect 2 General Sound Discrimination- instrumental

Aspect 3- General Sound Discrimination- General Sound Discrimination-Body Percussion

Aspect 4- Rhythm and Rhyme

Aspect 5- Alliteration

Aspect 6- Voice Sounds

Aspect 7- Oral Blending and segmenting

Phase 2 & Phase 3 This is the bedrock of *Anima Phonics: Letters and Sounds Updated*. Children are taught the first 48 GPCs, enabling them to start reading and writing three-phoneme words right from the beginning. Each GPC has a memorable animal mascot and action. Common exception words are introduced from Week 3 onwards.

Phase 4 In this phase, children will consolidate knowledge of all previously learned GPCs through extending their word reading ability beyond three-phoneme words. Children will use 'twin letter' graphemes for some consonant sounds and recap previously taught two- and three-letter graphemes.

Phase 5a This phase begins by introducing a further two new phonemes (/ure/ and /er/). Thereafter, each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week.

Why did we choose Animaphonics?

As a school we discussed and researched different SSP schemes but felt that the Animaphonics was particularly engaging for children. Animaphonics is a fun and interactive online programme of lessons. Each sound is introduced with an animal character, poem / story, action and some have songs. This multi-sensory approach supports them in remembering the phoneme and its corresponding grapheme. The scheme is also based on the phases and progression of Letters and Sounds, we felt this would help the transition and continuity for the older children in the Key Stage.

Maths Progression of skills

Counting Number Ordering Numbers One less and subtraction One more and addition Number bonds Comparing number Doubling Sharing and halving Shape Patterns Weight Length and height Time Capacity

Three- Four Years

- Develop 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 small 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...'

Reception

- 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.
- Automatically recall number bonds for numbers 0–5 and some to 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.

Number ELG .

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

Early Number sense - Counting

Object Counting	Can use one-to-one correspondence when counting and understand that the last number said is the number in the set.	Can count up to 5 objects (including different sized objects) moving each as they are counted.	Understand that objects can be counted in any order or arrangement and the answer is still the same.	Can count up to 10 objects (including different sized objects) moving each as they are counted.	Can count out a given amount up to 10 (identified verbally or written) from a greater set.	Can reliably count up to 20 objects moving each as they are counted and also take amounts up to 20 from a greater set.
Matching quantities and numerals - Counting sets of objects.	Can use one to one correspondence when counting and understand the last number said is the number in the set	Can count up to 3 objects (including different sized objects), moving each as they are counted. Can match the set to the numeral.	Can count up to 5 objects (including different sized objects), moving each as they are counted. Can match the set to the numeral	Can count up to 10 objects (including different sized objects), moving each as they are counted Can match the set to the numeral.	Can count up to 20 objects (including different sized objects), moving each as they are counted. Count reliably with numbers from 1 to 20. ELG	
Perceptual Subitising	Can recognise familiar arrangements for numbers up to 5 when on a dice or domino	Can identify quantities of objects up to 5 when placed in a dice or domino arrangement	Can identify quantities of objects from 1 to 3 when arranged randomly	Can explore arrangements of quantities within 5 using a ten frame	Can state without counting (subitise) quantities within 5 Subitise (recognise quantities without counting) up to 5 ELG	
Counting pictures that cannot be moved.	Can count up to 5 objects, moving each as they are counted	Can count up to 5 pictures that cannot be moved, marking each as they are counted.	Can count up to 10 pictures that cannot be moved, marking each as they are counted	Can count up to 20 pictures, that cannot be moved, marking each as they are counted	Can count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once. Count reliably with numbers from 1 to 20.ELG	
Counting Objects - Counting Beyond Ten	Can count up to 10 objects, moving each as they are counted	Can recognise that when a ten frame is full this represents 10	Can arrange a group of 11 to 19 objects into 1 group of 10 plus another group	Can use structured equipment number such as bundles of art straws, cubes (tower of 10), Ten Frame	Can understand that 'teen' numbers are a group of 10 plus another number	

	Count out a group of 10 objects from a greater set	Recognise a 10 Numicon Shape		with counters to create a group of 10 plus another group	
Counting Objects - Counting in 10s	Can fill a Tens Frame and know this makes ten items.	Can count out a tower of ten blocks. I know this is one full ten and no spare ones.	Can make a series of tens towers and begin to count the pattern of multiples of 10, e.g., 10, 20, 30.	Can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. Can count in multiples of 10 and identify the number in the set.	Can make a given multiple of ten using Numicon, Tens Frames, Number Rods or Tens Towers. Can count in multiples of 10 and identify the number in the set.
Counting Objects - Mathematical Representation	Represent a given amount up to 3 using marks and pictures and explain jottings.	Represent a given amount up to 5 using marks and pictures and explain jottings.	Represent a given amount up to 10 using marks and pictures and explain jottings.	Represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.	Represent my simple mathematical ideas and calculations using pictures symbols and numerals and explain it.
Comparing groups of objects or numbers	Identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Sets are very obviously different)	Identify a set that has more and a set that has fewer by pointing/ highlighting when requested. (Range up to ten)	Identify a set that has more and a set that has fewer using the correct language. (Range up to ten)	Identify a set that has more and a set that has fewer using the correct language. (Range above ten and sets may be similar in amount)	Identify the difference in number between one set and another. Have a deep understanding of number to 10, including the composition of each number. Number ELG
Numbers– Reading and Writing					
Reading and ordering numerals	Name the numerals 1-3 when shown out of order and I can place these numerals in order.	Name the numerals 1-5 when shown out of order and place these numerals in order.	Name the numerals 1-10 when shown out of order and place these numerals in order.	Name the numerals 1-20 when shown out of order and place these numerals in order.	Confidently identify and name the numeral that is after, before, between numerals to 20.
Ordering numerals	Put the numerals 0 to 5 in order when all are given	Put the numerals 0 to 9 in order when all are given	Put the numerals 0 to 20 in order when all are given	Find the numeral that comes before, after or between a given numeral in a range to 20.	Order a random set of numerals within the range 0 to 20

Recording numerals	Make marks to represent numerals.	Write the numerals 1 to 3 for a given purpose.	Write the numerals 0 to 5 for a given purpose.	Write the numerals 0 to 9 for a given purpose.	Write the numerals 0 to 20 for a given purpose.
<u>Ordering numbers and Number Representations.</u>					
Ordering pictorial number representations.	Order the pictorial representations of the numbers from 0-5.	Order the pictorial representations of the numbers from 0-9.	Order the pictorial representations of the numbers from 0-20.	Find the pictorial number representation that comes before, after or between a given pictorial number representation in a range to 20.	Order a random set of pictorial number representations within the range 0 to 20.
Ordinal Numbers	Follow instructions including ordinal numbers for first, second and third. (Lining up. Order in a game/ race)	Follow instructions including ordinal numbers for first, second, third- tenth. (Lining up. Order in a game/ race)	Correctly use some ordinal numbers in context, e.g., lining up or racing.	Correctly use many ordinal numbers in context, e.g., lining up or racing.	Beginning to read and write ordinal numbers. (Labelling a picture or results of a race)
Ordering numerals	Put the numerals 0 to 5 in order when all are given	Put the numerals 0 to 9 in order when all are given	Put the numerals 0 to 20 in order when all are given	Find the numeral that comes before, after or between a given numeral in a range to 20.	Order a random set of numerals within the range 0 to 20
<u>Finding one less and Subtraction</u>					
Finding one less/ one fewer (objects)	Understand the concept of finding one less object as removing one amount from within another.	Know that fewer and less mean the same thing, but fewer is used when counting objects and removing/ taking away objects from an existing group. (Working with objects to 5)	Know that one less is the next number in the counting sequence when counting backwards in ones. Find the number that is one less within 1-5 by using objects, number lines and mental recall.	Know that one less is the next number in the counting sequence when counting backwards in ones. Find the number that is one less within 1-10 by using objects, number lines and mental recall.	Know that one less is the next number in the counting sequence when counting backwards in ones. Find the number that is one less within 1-20 by using objects, number lines and mental recall.

Rote counting backwards	Can join in with rote count backwards from 5 to 1	Can rote count backwards from 5 to 1	Can rote count backwards from 10 to 1	Can rote count backwards from 20 to 1.	Can rote count backwards from larger numbers e.g. 50.
Counting Back	Understand the concept of take away and counting back one as the removal of one object.	Know that two/three/four less is found by removing two/three/four objects from an existing group of objects	Recognise that two less is one less and another one less, three less is one less, and one less and one less, etc.	Understand and can use number lines to count back small jumps of 1, 2 or 3 more jumps.	Count back smaller numbers using mental calculation.
Subtraction - Removing items	Understand that the terms take away / subtract relate to removal of one group from another.	Remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left. Know the answer is how many are left.	Remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	Use some mental calculation skills. Automatically recall number bonds up to 5 (including subtraction facts)	Subtract a single-digit number from a number greater than 10 using practical equipment
Problem Solving with subtraction	Solve simple problems using numbers to 5 with 1:1 support.	Solve simple problems using numbers to 5 within a group.	Solve simple problems using numbers to 5. Practically explore different ways using my own ideas. Adding, subtracting and sharing.	Solve simple problems using numbers to 10. Practically explore different ways using my own ideas. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG	Solve simple problems using numbers to 20. Practically explore different ways using my own ideas. Adding, subtracting and sharing.
<u>Finding one more and Addition</u>					
Finding one more	Understand that to find one more, I need to add one object to an existing group of objects.	Understand how to find one more object with sets in a range up to 5 by correctly adding on one more object.	Know that one more is the next number in the counting sequence when counting forward in ones. Find the number that is one more within 1-5 by using objects, number lines and mental recall.	Know that one more is the next number in the counting sequence when counting forward in ones. Find the number that is one more within 1-10 by using objects, number lines and mental recall.	Know that one more is the next number in the counting sequence when counting forward in ones. Find the number that is one more within 1-20 by using objects, number lines and mental recall.

Rote counting forwards	Join in with rote counting from 1 to 5	Rote count from 1 to 5	Rote count from 1 to 10.	Rote count from 1 to 20.	Rote count from 1 to 20+ e.g. 50 or 100 I can verbally count beyond 20, recognising the pattern of the counting system. NP. ELG.	
Counting On	Understand the concept of addition as combining sets of objects	Know that two/three/four more is found by adding two/three/four objects to an existing group of objects	Recognise that two more is one more and another one more, three more is one more, and one more and one more, etc.	Understand and can use number lines to count on small jumps of 1, 2 or 3 more jumps.	Count on smaller numbers using mental calculation.	
Addition - combining sets of objects	Understand the concept of addition as combining sets of objects	Understand that the terms add, total, altogether relate to combining groups of objects	Combine two groups of objects (total within 5) counting how many are there.	Combine two groups of objects (total within 10) counting how many are there	Add two single-digit numbers totaling up to 10, using practical equipment	
Addition using the Part-Part-Whole Model	Beginning to combine two groups of objects to make a whole.	Recognise that when the groups are combined the number of objects is more than either of the individual groups	Label the individual groups as parts.	Label the combined group of objects as the whole	Understand the concept of addition by practically combining sets of objects to find how many using “part – part – whole”	
Addition - First, Then and Now Stories	Beginning to combine two groups of objects to make a whole.	Correctly follow an addition story, using First, Then and Now. I use practical equipment and my fingers to find the answers.	Correctly tell an addition story in the correct sequence using First, Then and Now using practical equipment to support me.	Correctly retell an addition story using first, then, now. I draw pictures and use the correct numerals to represent the parts and the whole.	Correctly retell an addition story using first, then and now. I draw out the pictures and record number sentences to represent the story.	

<u>Number Bonds and Problem solving</u>					
Number Bonds	Understand addition as combining sets of objects.	Understand the terms add, total, altogether relate to the idea of combining sets of objects.	Combine two sets (parts) to create <u>five</u> (whole) Count sets in a range to 5 and practically find different ways using equipment. Automatically recall number bonds to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG	Combine two sets (parts) to create <u>ten</u> (whole) Count sets in a range to 10 and practically find different ways using equipment.	Can recall the pairs of numbers that bonds to total ten as a set of facts. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Number: ELG
Problem Solving	Solve simple problems using numbers to 5 with 1:1 support.	Solve simple problems using numbers to 5 with within a group.	Solve simple problems using numbers to 5. I can practically explore different ways using my own ideas. Adding, subtracting and sharing.	Solve simple problems using numbers to 10. Practically explore different ways using my own ideas. Adding, subtracting and sharing. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG	Solve simple problems using numbers to 20. Practically explore different ways using my own ideas. Adding, subtracting and sharing.
<u>Comparison</u>					
More than/less than	Compare two collections of items that are obviously different using the language 'more' and 'less'.	Count the amount of each group to find which has more and which has less.	Compare two groups of the same objects e.g. 2 groups of cubes.	Compare groups of different objects e.g. one group of cubes and one group of counters.	Compare two groups of different sized objects (where there are more of the smaller object) e.g. more small beads and less large animal toys.
Identify groups with the same number of things	Beginning to understand through stories that groups can be equal.		Say when a group is 'equal' or 'the same'.	Check a group is equal by matching objects on a one-to-one basis.	Change two unequal groups into two equal groups e.g. a group of 5 and a group of 4.

Comparing numbers/quantities	Recognise when a quantity has been unfairly shared e.g. someone getting 5 and the other person getting 3.	Compare numbers that are far apart from each other (this could be supported with number lines, cubes or Numicon)	Compare numbers that are near to each other (this could be supported with number lines, cubes or Numicon)	Compare numbers that are next to each other (this could be supported with number lines, cubes or Numicon)	When shown two numerals can compare these and say which is greater than, less than or the same as. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. NP:ELG	
Doubling						
Identifying/ Finding sets that have been doubled and sets that have not been doubled.	Find two sets of objects that are the same with 1:1 adult support. (1-3 objects)	Find two sets of objects that have the same number with some support. (1-5 objects)	Independently find two sets of objects that have the same number. (1-5 objects)	Independently find two sets of objects that have the same number. (1-10 objects)	Independently find two sets of objects that have the same number. (1-10 + objects- large sets)	
Understand how to make sets the same in order to double them.	Make another set that is the same for 1, 2 or 3 objects, with 1:1 adult support.	Make another set that is the same for 1-5 objects, with some adult support.	Independently make another set that is the same. (1- 5 objects)	Independently make another set that is the same. (1- 10 objects)	Independently make another set that is the same. (1- 10+ objects – large sets)	
Combine two sets of objects to double a number and count to find an answer.	Begin to combine two sets of the same small number with 1:1 adult support. Supported to use 1:1 counting and count all the objects.	Combine two sets of the same number and count to find the total with some support. (1- 5 objects)	Independently combine two sets of the same number and count to find the total. (1- 5 objects)	Independently combine two sets of the same number and count to find the total. (1- 10 objects)	Independently combine two sets of the same number and count to find the total. (1-10 objects)	
Combine two numbers (numerals) to double a number. – Developing mental recall.	Beginning to understand that to double, need to add the same small number to itself. (1-3)	Understand that to double, I need to add the same small number to itself and do this with some support. (1-3)u	Understand that to double, I need to add the same number to itself. Double the numbers 1-5.	Understand that to double, I need to add the same number to itself. Double the numbers 6-10.	Understand that to double, I need to add the same number to itself. Double the numbers 10+	

Sharing and Halving					
Sharing	Understand that when an amount has been shared equally, all the parts are the same.	Recognise by counting, whether an amount has been shared.	Use practical equipment to share an amount into equal parts, in real life contexts.	Understand and can identify if a number of items shared into equal parts.	Understand and can explain if a number of items shared into equal parts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG
Halving	Understand that when an amount has been shared equally between two, both parts are the same.	Recognise by counting, whether an amount has been shared equally between two or not.	Use practical equipment and equal sharing to find one half of an even number of objects, in real life contexts.	Understand that the terms halving and sharing between two relate to splitting into two equal parts.	Understand that halving is sharing into two equal parts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG
Splitting - Part- Part Whole Model	Can use the word 'whole' to describe a set of objects, e.g., in a group of 6 biscuits, the 'whole' is 6. I can use the word 'part' to describe the individual groups.		Can partition the 'whole' set of objects between two groups, e.g., 6 biscuits with 4 on one plate and 2 on another	Can use the word 'part' to describe each partitioned set of objects, e.g., 6 biscuits with 4 on one plate and 2 on another, the parts are 4 and 2 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG	
Pairing up – odds and evens.	Can find and make pairs of the same objects.	Cn pair up objects into twos from a set and talk about if all the objects have a partner. I can talk about if it is fair or not.	Can begin to talk about if sets are odd and even by pairing up the objects into twos.	Can begin to show an understanding of numbers being odd or even without needing to use objects to pair up.	Can identify if numbers are odd or even by showing an understanding of the pattern of odd and even number. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. NP:ELG

Shape

Naming and identifying 2D Shapes	Identify (point to) some of the common 2-D shapes for star, circle, and square.	Identify and name the common regular 2-D shapes for circle, square, triangle and rectangle/oblong.	Name common 2-D shapes including hexagons and pentagons, and know that rectangles and oblongs are the same shapes.	Securely use the correct terms to name common 2-D shapes, as Describe the 2-D shapes in my pictures, models and work.	
Naming and identifying 3D Shapes	Find/identify 3D shapes from sets of 2D and 3D shapes as I begin to recognise the properties of 3-D shapes.	Identify (point to) some of the common 3-D shapes, e.g. cube, cone or sphere.		Recognise and name the common 3-D shapes for cube, cuboid, sphere and cone.	
Describing Shapes	Play with and explore shapes, use informal language such as pointy, round or flat.	Understand and begin to use the terms, 'straight', 'flat', 'curved' and 'edges' and explore and identify shapes in the environment.	Show an understanding that sides and corners refer to <u>2D shapes</u> , and identify these on common 2D shapes.	Show an understanding that faces and solid refer to <u>3D shapes</u> , and identify and talk about these on common 3D shapes.	
Spatial Reasoning	Match simple shapes by finding a shape that is the same.	Complete a simple jigsaw or shape puzzle.	When completing jigsaws and shape puzzles, can talk about why shapes will not fit, or why a particular shapes was chosen	Copy 2D and 3D shape arrangements. Explain where I am placing shapes in relation to one another. (using positional language) Make 2D and 3D shapes using a range of resources.	Explain similarities and differences between shapes. Use understanding of shapes to create my own shape designs, models and templates.
Using 2D shapes to make pictures.	Explore using shapes and make arrangements with shapes. (No clear representation)	Create simple pictures with 2D shapes.	Create pictures using 2D shapes, and name the shapes used.	Create pictures with 2D shapes and make careful choices about how shapes can tessellate and fit together.	Create pictures using a range of 2D shapes. I explain the choices that I have made about how the shapes fit together. Describe the properties of the shapes as they are explained.

Combining shapes to make new shapes - spatial reasoning	Sort and recognise shapes with the same properties.	Explore putting shapes together to make different arrangements and shapes.	Explore putting shapes together to make familiar recognisable shapes.	Combine shapes to make familiar shapes, and name the shapes that have been made.	Quickly identify how shapes can be placed together to create other shapes without the need for exploration.
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Patterns (of a shape not numbers)

Repeating Patterns	Recognise when a set of objects or shapes are placed in a repeating pattern, and when they are not and talk about them with informal language E.g., spots and points.	Identify a simple ababab pattern, and say what the pattern is. E.g., red, blue, red, blue.	Talk about, copy, continue and make a simple ababab (2) pattern. Notice mistakes in patterns.	Talk about, copy, continue and make a simple abcabc patterns (3) and abbabb patterns. Notice mistakes in patterns.
Symmetrical pictures and models	Recognise shapes and pictures that are the same.	Recognise when shapes are the same on each side of a line and have two mirror-image halves. Explore by folding and using 'mirror lines' and mirrors.	Find the two equal halves of a shape by using folding and mirror symmetry.	

Measures – Weight

Comparing Weights	Make direct comparisons and compare the weight of 2 items.	Find another item of similar weight to a given one.	Use a systematic approach to directly compare each item against another.	Make direct comparisons and compare and order the weight of 3 items from heaviest to lightest/ lightest to heaviest.	Make direct comparisons and compare and order the weight of 3+ items from heaviest to lightest/ lightest to heaviest.
Using balances	Explore what happens when two objects are placed on each side of a balance scale.		Use a balance scale to compare the weights of two objects. I understand the lower side is the heavier object and the higher side contains the lighter object.	Understand that if the balance scale is level, the objects being compared are equal in weight.	

Using mathematical language to describe measuring weight.	Understand that weight refers to how heavy or light an object is.	Identify (point to) the heavy and light object when asked to.	Correctly use the term, 'heavy' when referring to an object.	Correctly use the term, 'light' when referring to an object.	Correctly use the terms heavy/ heavier, heaviest, light, lighter and lightest as I compare, describe and order the weight of objects.
Using numbers and values to represent my measuring work.	Understand that the weight of something can be represented by a number.	Understand that to measure the weight of an object on the balance scale, the object must be placed on one side and the counting items placed at the other side, until the balance is level.		Use non-standard units (which are <u>not</u> uniform, e.g. vary in size) to measure the weight of objects.	Use non-standard units (which are uniform, e.g. cubes) to measure the weight of objects.
<u>Measures – Length and width</u>					
Comparing Lengths	Make direct comparisons and compare the length/height/width of 2 items.	Find another item of similar length/height/width to a given one.	Use a systematic approach to directly compare each item against another.	Make direct comparisons and compare and order the length/height/ width of 3 items from longest/tallest to shortest/ shortest to longest/ narrowest to widest.	Make direct comparisons and compare and order the length of 3+ items from longest/tallest to shortest/ shortest to longest/ tallest/ narrowest to widest.
Direct Comparison of length	Understand that if I am going to compare the length/height of two items, they need to be pointing in the same direction.	Understand that if I am going to compare the length/height of two items, it is easier if they line up at one end.		Line up a set of objects from the same starting point, so that they can be directed compared fairly and correctly.	Correctly identify the longest/tallest and shortest object in a set by lining items up from the same starting point and comparing fairly.

Using mathematical language to describe measuring length	Understand that length refers to how long or short an object is.	Identify the long and short object when asked to.	Correctly use the term, 'long/ longer/ longest' when referring to an object.	Correctly use the term, 'short/ shorter/ shortest' when referring to an object.	Correctly use the terms, long/ longer/ longest, short/ shorter/ shortest', as I compare, describe and order the length of objects.
Using mathematical language to describe measuring height	Understand that height refers to how tall or short an object is.	Identify (point to) the tall and short object when asked to.	Correctly use the term, 'tall/ taller/ tallest' when referring to an object.	Correctly use the term, 'short/ shorter/ shortest' when referring to an object.	Correctly use the terms, tall/ taller/ tallest, short/ shorter/ shortest', as I compare, describe and order the height of objects.
Using numbers and values to represent my measuring work.	Understand that the length of something can be represented by a number.		Use non-standard units (which are <u>not</u> uniform, e.g. vary in size) to measure the length of objects.	Use non-standard units (which are uniform, e.g. cubes) to measure the length of objects.	
<u>Measures – Time</u>					
Using language to describe the passing of time.	Understand that events can be compared using words such as 'before' and 'after'.	Use the word 'before', understanding that it refers to preceding a particular event and that the word 'after' refers to following a particular event or item.	Use the word 'today', understanding that it refers to the current day.	Use and understand that the word 'yesterday', refers to the day before today and 'tomorrow' refers to the day after today.	Understand and correctly use language – before, after, yesterday, today, tomorrow
Measuring time: Sequencing familiar events/the day.	Talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.	Understand and can use the words 'before' and 'after' when describing the order of two events.	Use the word 'between', understanding that it refers to the middle, or second of three events.	Sequence two or three familiar events and describe the sequence using everyday language.	Sequence four or more familiar events and describe the sequence.

Days of the Week	Can join in with rhymes for the days of the week in order	Know that some of the words in days of the week rhymes are days	Name the days of the week (not necessarily in order)	Know the names of the days of the week	Say the names of the days of the week in order
<u>Measures – Capacity</u>					
Vocabulary for filling	Understand that capacity refers to how much a container can hold when it is full		Use the terms full and empty to describe volume / capacity		Use the terms nearly full and nearly empty to describe volume
Comparing capacities	Compare the volume of two of the same containers holding different amounts	Use a systematic approach to compare each identical container against the others		Order a set of three identical container from most full to least full	Order a set of three identical container from least full to most full

Understanding of the World Progression of skills

Past and Present

People, Culture and Communities

The Natural World

Past and Present

Three- Four Years

. Begin to make sense of their own life-story and family history.

Reception

. Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past

Writing- ELG .

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

Finding out about the Past. Comparing to the present.

Beginning to make sense of own life-story and family history.

Comment on fictional/historical figures or familiar objects or situations from the past.

Share likes and dislikes about historical figures, familiar objects, or familiar situations from the past

Make comparisons between historical figures or familiar objects or situations from the past using story books and information books. Identify some similarities and some differences.

Use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present.
Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW.ELG
Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class. ELG

Sequences in time- Family History

Sequence family members according to name/size, e.g. baby, child, adult.

Sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.

Sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do.

Understand and explain that there are differences and similarities between people of different ages. Describe memories that have happened in their life.

Sequence key memories that happened in my life. Beginning to sequence memories in the lives of their family members.

Talk about the lives of the people around them and their roles in society. .ELG
Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class. ELG

Sequences in time- Vocabulary	Show some awareness of the time of day, e.g., dinnertime or bedtime.	Use words to sequence, e.g., first, then, next, after that, in the end. Show an awareness of morning, dinnertime, afternoon, and evening.	Know there are days of the week/ seasons, and begin to name these. Talk about events using the present and past tense. Understand the terms before and after.	Retell my daily routines/ weekly routines in sequence. Name the days of the week/ the seasons of the year.	Order the days of the week. Sequence the seasons of the year. Understand that there are special dates and times that repeat every year.	Talk about the lives of the people around me and their roles in society. ELG Know some similarities and differences between things in the past and now, drawing on own experiences and what has been read in class. ELG Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG
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People, Culture and Communities

<p>Three- Four Years</p> <p>. Show interest in different occupations. . Continue to develop positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Reception</p> <p>. Talk about members of their immediate family and community. . Name and describe people who are familiar to them. . Understand that some places are special to members of their community. . Recognise that people have different beliefs and celebrate special times in different ways. . Recognise some similarities and differences between life in this country and life in other countries. . Draw information from a simple map. . Recognise some environments that are different to the one in which they live.</p>	<p>Writing- ELG .</p> <p>. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG</p> <p>. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG</p> <p>. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG</p>
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Celebrations	Comment on recent photographs of experiences in their own life, e.g., my visit to the seaside, park, or farm.	Comment on recent photos and pictures of celebrations in own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.	Comment on images of familiar experiences that they have shared in their own life. Retell key events such as, visits to the dentist, holidays, and day trips.	Comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, and Chinese New Year.	Describe memories of key events and celebrations, providing some details. Share feelings and narrate events. Talk about the experiences that others have in celebrating their special times.	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. ELG
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Places of worship.	Know that there are places of worship near to where they live.	Know that there are different places of worship.	Name different religious places of worship.	Know that places of worship are special to people, and know why people go there. Recognise, name, and describe a feature of a familiar place of worship.	Recognise, name, and describe different religious places.	. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW.
Beliefs	Know and can talk about things that they believe.	Know that there are differences in what people believe.	Developing a positive attitude in understanding about the differences between people.	Show a positive attitude in talking about and explaining the differences between people.	Comment on the differences between people's beliefs and how they celebrate and live their lives. Talk about some of the main festivals of a religion.	. 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. ELG . Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG
Homes	Know what type of home they live in, e.g., house, bungalow or flat.	Explain key features of their home and the homes of others.	Know that different countries have different homes.	Compare different types of homes in my own country.	Compare different types of homes in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&C.ELG
Features of places.	Name and talk about familiar features that they see in their own environment (home/school) house, tree, road, garage, shed, classroom	Talk about local places and environments, e.g. the church, named shops, their street, post office, the park, library.	Notice that some places and environments are different to the place where they live. Can identify simple similarities and differences.	Use photos, maps, books and own experiences in order to compare different places and environments across the UK.	Use photos, maps, books and own experiences in order to compare different places and environments across the world.	Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. .ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG

Using maps and following directions.	<p>Identify and name a simple map.</p> <p>Know that a map has places/features on and what it is used for.</p> <p>Follow some positional language such as near, next to, in front of.</p>	<p>Know that the pictures and symbols on a map tells us about the features and places there are. Identify trees, rivers, and mountains.</p> <p>Know that directions can be followed and lead to different places</p> <p>Know that directions can be verbal, pictorial or written</p>	<p>Know that the pictures, symbols, and words on a map represent objects that usually do not move.</p> <p>Follow simple directions (Up, down, left/right, forwards/backwards)</p> <p>Follow directions using a small toy.</p> <p>Direct a friend from point A to B using positional language.</p>	<p>Draw and create my own maps using real objects, and/or pictures and symbols.</p> <p>Talk about a range of real maps, electronic globes and maps, maps of the classroom/school, village, park and story maps.</p> <p>Explore Google Earth</p>	<p>Find the UK on a simple map.</p> <p>Find the land and sea on a map.</p> <p>Follow a simple map in of a familiar place (in real-life) finding and naming features.</p> <p>Locate items on the map.</p>	<p>Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.ELG</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.ELG</p>
Naming places.	Talk about their home, e.g., what it looks like, and its name, its number or position.	Talk about and name the places where I live, Know that more than one home/house is in a village or town.	Begin to recall my address such as the name or number, the road/street and the village/town.	Identify and name the country that they live in. Show an understanding that not all countries in the world are the same. Begin to talk about the differences.	Talk about and name the four countries of the United Kingdom Compare and say what is the same/different about a countries physical or human geography.	<p>Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG</p>
Human Geography	Talk about what daily life is like in our country.	Talk about how daily life may be different for other children.	Make comparisons between daily life for children in different countries.	Compare daily life in the UK with a contrasting country.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG	

The Natural World						
Three- Four Years Use all their senses in hands-on exploration of natural materials. . Explore collections of materials with similar and/or different properties. . Talk about what they see, using a wide vocabulary. . Explore how things work. . Plant seeds and care for growing plants. . Understand the key features of the life cycle of a plant and an animal. . Begin to understand the need to respect and care for the natural environment and all living things. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice.			Reception . Explore the natural world around them. . Describe what they see, hear and feel whilst outside. . Understand the effect of changing seasons on the natural world around them.		Writing- ELG . . Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG . Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG . Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ELG	
Changes	Notice changes with some adult support. Talk about what they see, using a basic vocabulary.	Show awareness of change by talking about the differences between materials and changes that they notice using simple terms to describe.	Understand that living things, objects and materials can change. Describe what they see, hear and feel whilst exploring inside and outside.	Understand through books and making close observations that living things and materials can change.	Understand some important processes and changes in the natural world around them. ELG.	
Materials	Talk about materials. (Collections of the same materials, e.g., shells, leaves) Talk about what they can see.	Explore collections of different materials with similar and different properties. Name some common materials, e.g. sand, glass, brick, clay, fabric etc. with adult support.	Name some common materials, e.g. sand, wood, glass, brick, clay, fabric. Use language to describe common features of materials, e.g. colour, texture, size.	Describe and make comparisons between materials. Talk about the changes to materials that they notice.	Experiment with making changes to materials. Ask and answer ‘how’ and ‘why’ questions, such as how things happened and how things work. Choose how they can classify objects according to their properties.	Understand some important processes and changes in the natural world around them.ELG. Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG
Forces and Movement	Explore how things work.	Explore how things work, and talk about ‘contact’ forces such as pushes and pulls.	Explore ‘non-contact’ forces such as gravity or magnetism. Describe what they see, hear and feel whilst exploring inside and outside.	Notice links between cause and effect as they explore changes such as speed, direction, shape or magnetism. Describe and make comparisons.	I understand some important processes and changes in the natural world around them. ELG.	

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

Expressive Art and Design Progression of Skills

	Art	Design	Being Expressive	Music		
Art						
Three- Four Years	<ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. . Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. . Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. . Explore colour and colour-mixing.		<b style="color: green;">Reception . Explore, use and refine a variety of artistic effects to express their ideas and feelings. . Return to and build on their previous learning, refining ideas and developing their ability to represent them. . Create collaboratively sharing ideas, resources and skills.		<b style="color: green;">Creating with materials- ELG . . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG . Share their creations, explaining the process they have used.ELG . Make use of props and materials when role playing characters in narratives and stories. ELG	
Painting skills Control of paintbrushes.	Holds a paintbrush/ printing tools in the palm of the hand.	Holds the paintbrush with the correct grip with some reminders.	Correctly holds and uses a fine brush to paint.	Uses <u>good</u> control to correctly hold and paint carefully in the lines.		
Use of tools	Holds a paintbrush/ printing tools in the palm of the hand.	Uses thick brushes.	Uses thin brushes to add detail and holds the brush with a tripod grip.	Independently selects additional tools to add details and improvements to pictures, e.g., stamps and rollers.		
Colour	Uses pre-made paints and is able to name most colours.	Mixes primary colours (red, yellow and blue) to appropriate consistency.	Uses primary colours to make secondary colours, e.g. green, orange and purple.	Adds white or black to alter a shade or tint of paint.	Mixes and matches to a specific colour or shade needed.	
Technique	Makes marks by drawing circles and lines. Does not always give meaning.	Paints enclosed spaces using lines and gives meaning. Draws faces with basic features.	Paints potato people with no body or missing arms/legs. Paints simple shapes for other objects.	Paints bodies and shapes for objects that are an appropriate size and have some features.	Paints with detail including finer details such as fingers, ears, hair styles or items onto features.	Paints from observation by making a careful study and then includes features and details in the pictures.

Printing skills	Beginning to understand that to print they must press down and carefully lift off the printing tool.		Prints simple shapes with adult prompting for instructions.	Independently print simple shapes, but helped with using the space to build up composition.	Independently print clear representations to create full pictures, without any support and add details	
(Drawing skills) Technique	Makes marks by drawing circles and lines. Does not always give meaning.	Draws enclosed spaces using lines and gives meaning. Draws faces with basic features.	Draws potato people with no body or missing arms/legs. Draws simple shapes for other objects.	Draws bodies and shapes for objects that are an appropriate size and have some features.	Draws with detail including finer details such as fingers, ears, hair styles or items onto features.	Draws from observation by making a careful study and then includes features and details in the pictures.
Subject	Draws simple things from memory.	Draws self-portraits and uses ideas from objects or pictures in own work.		Draws landscapes with backgrounds, cityscapes and buildings. Includes objects within these scenes, e.g., furniture and natural objects.	Draws fine detailed portraits, imaginative worlds, landscapes, cityscapes, buildings and objects from making close observation.	
Collage	Product is all one texture.	Adds additional textures, e.g., rough or smooth.	Adds a range of textures, e.g., smooth, rough, bendy and hard.	Uses an improved vocabulary to explain and describe the range of textures being used, e.g. flexible or rigid.	Makes collages/mosaics adding details with a wide range of textures and describes these.	
Joining Techniques	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces.	Joins items using tapes - masking and sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon.	Joins items which are cut, torn and glued. Uses techniques such as flanges, slots, braces, tabs and ties, with some support.	Joins items using hammers and nails.
Making skills	Creates own piece of art - picture or model.	Creates own piece of art and gives meaning.	Creates own piece of art with some details, and begin to self-correct any mistakes.	Return to piece of artwork on another occasion to edit and improve their model. Add details and features to enhance a model.	Review own work. Discuss strengths and areas for improvement. Makes considered improvements.	
Sewing	Explore holding a sewing needle.	Begin to use the skill of sewing over and under to make a running stitch with 1:1 support.			Begin to use the skill of sewing over and under to make a running stitch with some support.	

Sculpture (Clay or Dough)	Explore the clay/ dough.	Make marks in the clay/ dough.	Manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	Make something and give meaning to it.	Make something with clear intentions from start to finish.	Use a variety of techniques, shapes and shapes to sculpt. Carefully select additional materials to incorporate and enhance a model.
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Being expressive- role play/drama

<p>Three- Four Years</p> <p>. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • 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. 	<p>Reception</p> <p>Develop storylines in their pretend play.</p>	<p>Being imaginative and expressive- ELG.</p> <p>. Invent, adapt and recount narratives and stories with peers and their teacher..ELG</p> <p>. Sing a range of well-known nursery rhymes and songs..ELG . Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG</p>
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<p>Small world</p>	<p>Explore small worlds such as farms, castles, doll’s houses and garages.</p> <p>Join in with small world play that retells simple stories, events and rhymes.</p>	<p>Take part in pretend and small world play using objects to represent something else that may not be similar.</p>	<p>Enhance small world play by adding resources and constructions.</p> <p>Beginning to develop complex stories.</p>	<p>Make imaginative and complex small world scenes using construction kits, wooden blocks and loose parts. Combine different resources to make cities with different buildings, a park with different features or a building with different rooms.</p>	<p>Use small world resources to retell a familiar event or known story in the correct sequence.</p> <p>Develop storylines and characters into pretend play.</p>	<p>Invent, adapt and recount narratives and stories with peers and adults..ELG</p> <p>Perform songs, rhymes, poems and stories with others. ELG</p>
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<p>Role Play</p>	<p>Join in with Role Play that retells simple stories, events and rhymes.</p>	<p>Take part in pretend play using objects to represent something else that may not be similar.</p>	<p>Enhance ‘Role Play’ by adding own resources and constructions.</p> <p>Beginning to develop complex storylines</p>	<p>Use imagination to develop complex storylines.</p>	<p>Develop storylines and characters into pretend play.</p> <p>Take part in group Role play to retell a known</p>	<p>Invent, adapt and recount narratives and stories with peers and adults..ELG</p>
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	Play with familiar resources, e.g., Main items in the Home Corner.	Use own experiences to develop simple storylines.	using own experiences and known stories.		story. Collaborate with peers to retell the story in the correct sequence.	Perform songs, rhymes, poems and stories with others.ELG
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Music

Three- Four Years

- . 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.

Reception

- . Listen attentively, move to and talk about music, expressing their feelings and responses.
- . Sing in a group or on their own, increasingly matching the pitch and following the melody.
- . Explore and engage in music making and dance, performing solo or in groups.

Being imaginative and expressive-ELG.

Sing a range of well-known nursery rhymes and songs.ELG

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG

Singing / Voice	Use voice for whispering, speaking, singing, and shouting.	Experiment with changing voice with different tempos, pitch, and dynamics. Sing part/ most of some familiar songs. Know some of the words. Sing in a small group.	Join in with singing songs with changes to pitch, tempo, or dynamics. Sing a whole familiar nursery rhyme and familiar song. Sing in a group and keep in time.	Show some control in using singing voice to create changes in dynamics, tempo, or pitch. Sing in a group and match the pitch and follow the melody. Sing in tune and keep to the beat.	Sing a range of well-known nursery rhymes and songs. ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG
Exploring and playing instruments	Explore how to make sounds using body percussion and percussion instruments.	Copy and join in with a simple beat on a percussion instrument.	Play an instrument in time to a simple piece of music. Know how to play a wide range of percussion instruments.	Show some control in playing percussion instruments to create changes in dynamics, tempo, or pitch.	Sing a range of well-known nursery rhymes and songs. ELG

Compositions of music	Beginning to name a few familiar instruments, e.g., drum, keyboard or guitar.	Describe the sounds in simple terms such as loud, quiet, fast, or slow.	Create suitable sound effects to match a given theme/story. Experiment with playing percussion and body instruments and changing the dynamics, pitch, or tempo. Play a simple composition by following a sequence of some simple symbols, pictures or patterns	Compose, adapt, and play own composition/tune using simple symbols, pictures or patterns. Beginning to record own composition in pictures/symbols.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG	
Listening and responding to Music	Enjoy listening to music.	Respond when listen to music.	Talk about how music makes them feel. Listen to songs/music with changes to pitch, tempo, and dynamics. Respond to changes in the dimensions of music.	Talk about emotions in the music, e.g., This music sounds happy, sad, or scary.	Listen to pieces of music and recognises some familiar instruments that are playing. Express opinion on a piece of music. Talk about what a piece of music reminds them of.	Sing a range of well-known nursery rhymes and songs. ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. ELG

Design		
<p>Birth-Three</p> <p>.</p> <p>Three- Four Years</p> <ul style="list-style-type: none"> • 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. . Explore colour and colour-mixing. 	<p>Reception</p> <ul style="list-style-type: none"> 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. 	<p>Creating with materials- ELG .</p> <ul style="list-style-type: none"> . Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG . Share their creations, explaining the process they have used. ELG . Make use of props and materials when role playing characters in narratives and stories. ELG

DT Progression for planning my ideas	Work with independence to try and develop basic skills.	Develop and share my ideas with support from my peers or an adult.	Work with my friend, and copy, share, and develop ideas together. Work independently to develop my ideas.	Plan and create collaboratively, sharing ideas with my peers and developing ideas further.	Carefully develop and share ideas, experiences, and imagination independently or collaboratively.	
DT Progression for constructing my ideas.	Build by stacking vertically.	Join construction components by pushing, clicking, twisting, and snapping.	Make enclosed spaces and shapes such as walls, tunnels, and houses. Build horizontally. Tessellate basic shapes.	Cover and bridge in my constructions by adding towers, roofs, bridges, and more detailed features. Balance items. Explore and add moving parts to constructions.	Adapt and improve models with added features. Add improvements to ensure stability, scale and that it fits the purpose.	Design, build, review and adapt constructions to ensure they fit the purpose. Combine materials, shapes, and textures to add details and complexity.

										Work on a large and small scale.
DT Progression for sculpting.	Explore the clay/ dough.	Make marks in the clay/ dough.	Manipulate the clay/ dough by squashing, rolling, pinching, twisting and cutting.	Make something and give meaning to it.	Make something with clear intentions from start to finish.	Use a variety of techniques, shapes and shapes to sculpt. Carefully select additional materials to incorporate and enhance a model.				
DT Progression for using scissors.	Hold the scissors and open and close the blades	Make small snips into the paper.	Snip the paper and move the scissors forward.	Beginning to cut along the paper with support from a helping hand holding the paper.	Cut along a straight line, improving in accuracy.	Cut a curved line.	Cut a circle shape, cutting around the shape with round edges. Cut out a square shape.	Cut around complex shapes such as people.		
DT Progression for joining techniques.	Uses glue sticks to join pieces.	Uses glue spatulas and pva glue to join pieces.	Joins items using tapes - masking and sellotape - cutting lengths needed.	Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon, nails	Joins items which are cut, torn and glued. Uses techniques such as slots, braces, tabs and ties, with some support.			Joins items using hammers and nails.		
DT Progression for making.	Create own piece of art - picture or model.	Create own piece of art and gives meaning.	Create own piece of art with some details, and begin to self-correct any mistakes.	Return to piece of artwork on another occasion to edit and improve a model. Add details and features to enhance a model.			Review own work. Discuss strengths and areas for improvement. Make considered improvements.			
DT Progression for cooking.	Begin to develop a food vocabulary using taste, smell, texture and feel.		Stir, spread, knead and shape a range of food and ingredients.	Begin to work safely and show basic hygiene awareness, e.g., washing hands.			Measure and weigh food items, non-standard measures, e.g., spoons, cups.			

Computing

Computing is no longer explicitly mentioned within the Early Years Foundation Stage statutory Framework, but at Panshanger we still provide many opportunities for the children to use technology in a range of different ways. Computing in the EYFS is centred around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology in the Early Years can mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music
- learning how to be safe when using the internet

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing and all that it demands.

In the EYFS at Panshanger we set a series of 'Curriculum Challenges' to help promote a sense of ambition and a drive to aim high to achieve a goal. These challenges can be changed depending on the cohort. Our challenges for 2022-2023 are

Early Years Foundation Stage 2022-2023	
To be independent in accessing resources and managing basic needs.	
<p><u>Core skills:</u></p> <ul style="list-style-type: none"> • Put on their own shoes • Put on their own coat. Get changed for PE/ swimming • Put their book bag, lunchbox and water bottle away. • Choose what resources/toys they would like to use • Put toys and resources back to where they belong. 	<p><u>Things adults can do to help:</u></p> <ul style="list-style-type: none"> • Model use of areas • Set our resources clearly and easily accessible • Allow time • Explicitly teach how to dress/ undress.
To be able to make a model using our workshop (woodwork or reclaimed materials)	
<p><u>Core skills</u></p> <ul style="list-style-type: none"> • To generate ideas. • Select appropriate materials. • Cut materials using an appropriate tool such as scissors or saw. • Select and use a range of joining techniques- glue, treasure tag, split pin, screw, or nail. 	<p><u>Things adults can do to help:</u></p> <ul style="list-style-type: none"> • Demonstrate how to use tools safely • Show a range of techniques • Explicitly teach skills required • Support the development of vocabulary by naming materials and tools • Provide books and examples to simulate ideas

<ul style="list-style-type: none"> • Make choices to decorate model. • Make choices independently. 	<ul style="list-style-type: none"> • Provide unconstructed construction area. • Display models to celebrate achievements and value individual exploration
To take care of the school pets	
<p><u>Core skills -</u></p> <ul style="list-style-type: none"> • Stay quiet and calm around the animals • Know what the animals need in order to survive. • Handle/ stroke the animals carefully 	<p><u>Things adults can do to help</u></p> <ul style="list-style-type: none"> • Model how to behave around the animals. • Demonstrate how to handle the animals. • Support the development of the children's knowledge and thinking about the needs of animals.
To take part in a performance	
<p><u>Core skills:</u></p> <ul style="list-style-type: none"> • Learn and repeat songs • Move in different ways to music • Begin to clap or tap in time to the music • Imitates familiar movements/ actions to music • Can control and move their body in response to musical changes • Beginning to combine moving and singing • Have the confidence to stand and perform in front of an audience 	<p><u>Things adults can do to help:</u></p> <ul style="list-style-type: none"> • Create a safe space for exploration of musical movement • Provide a designated area with musical instruments and prompts to invite singing familiar songs • Plan time to watch different dances from a range of cultures • Provide learning and rehearsal time • Set up a stage area for children to perform on. • Provide opportunities to allow children to perform to a wider audience- Christmas Plays, assemblies etc.
To make a card and give it to someone	
<p><u>Core skills:</u></p>	<p><u>Things adults can do to help</u></p>

<ul style="list-style-type: none"> • Fold paper in half to create the correct size <ul style="list-style-type: none"> • Draw a picture or create a design on the front • Understand a card usually has a message inside • To copy or write letters of their name inside (Nursery) • To write their own messages (Rec) 	<ul style="list-style-type: none"> • Provide different coloured card and paper • To provide a range of different resources such as pens, paints and collage materials • Model how to make a card • Provide a range of different cards as a stimulus • Talk about different messages that may be written in cards
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To take care of the environment

<p>Core skills: Explore collections of materials with similar and different properties</p> <ul style="list-style-type: none"> • Develop a wide vocabulary to talk about what they see • Understand the key features of the life cycle of a plant and an animal • Plant seeds and care for growing plants • Begin to understand the need to respect and care for the natural environment and all living things. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the world around them. • Begin to understand some things they can do to help protect the environment. 	<p>Things adults can do to help</p> <ul style="list-style-type: none"> • Providing opportunities to visit the school garden, as well as continuous access to the EYFS playground. • Exploring pond area and other areas around the school. • Modelling positive behaviour and attitudes. • Living World- caring for caterpillars/ butterflies in class and exploring the changes that occur. • Provide story and information books. • Natural resources within class. • Litter picking around the school. • Use of electricity. • Recycling products. • Taking part in Bird watch/ Spring watch. • Provide habitats within the setting- bug hotels, bird boxes, bird feeders etc.
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What we would like all our children to learn

There are some key things that we want to teach our children during their time at Panshanger. These are linked to our school values and ethos and are really important to our school.

- Learning manners and how to be polite and show respect
- Care for each other, our school pets and our environment.
- Learn how to interact with older children within the school.
- Celebrate people's differences.
- Foster a sense of belonging to our school and the wider community.
- To be independent learners and thinkers.
- Promote healthy life styles.