

| EYFS Curriculum Long Term Plan<br>Manifold Explorers                                                                                     |                                    |                                                                                                                         |                                                                                                                   |                                                                                                                                                         |                                                                                                                                                                                          |                                                                                                                                                              |                                                                                                                                                                                                          |
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|                                                                                                                                          |                                    | Autumn 1                                                                                                                | Autumn 2                                                                                                          | Spring 1                                                                                                                                                | Spring 2                                                                                                                                                                                 | Summer 1                                                                                                                                                     | Summer 2                                                                                                                                                                                                 |
| Whole School Curiosity Quest<br>                        |                                    | <b>ENCHANTED WOODLAND</b><br>          | <i>Terrific Tales</i><br>       | <b>Superheroes</b><br>                                               | <b>ME, MYSELF AND I</b><br>                                                                           | <b>Under the Sea</b><br>                                                  | <b>Bring the noise!</b><br>                                                                                           |
|                                                                                                                                          |                                    | <b>WHO LIVES IN THE WOODS?</b>                                                                                          | <i>What is my favourite fairy tale?</i>                                                                           | What is a hero?                                                                                                                                         | <b>HOW DOES MY BODY WORK?</b>                                                                                                                                                            | Who lives in the sea?                                                                                                                                        | Why does music make us dance?                                                                                                                                                                            |
| Linking Themes                                                                                                                           |                                    | Autumn<br>Our Local Area<br>Harvest time<br>Birthdays<br>Fairies and elves                                              | Winter<br>Diwali / Hannukah<br>Nursery Rhyme Week<br>Remembrance Day<br>Bonfire Night<br>Christmas                | Valentine's Day<br>Chinese New Year<br>Materials<br>Planting/ gardening/ spring<br>People who help us                                                   | World Book Day<br>Comic Relief<br>Mother's Day<br>Lent / pancake day<br>Easter                                                                                                           | Pirates<br>Ramadan<br>Eid                                                                                                                                    | Father's Day<br>Transition                                                                                                                                                                               |
| <b>Personal, Social and Emotional Development</b><br> | <b>Self-Regulation 0-18 months</b> | <b>Skills</b><br>I can be calmed by either rocking, cuddling or singing.                                                | <b>Skills</b><br>I can be calmed by either rocking, cuddling or singing.                                          | <b>Skills</b><br>I can be calmed by either rocking, cuddling or singing.                                                                                | <b>Skills</b><br>I can use a comfort object.                                                                                                                                             | <b>Skills</b><br>I can use a comfort object.                                                                                                                 | <b>Skills</b><br>I can use a comfort object.                                                                                                                                                             |
|                                                                                                                                          | <b>Self-Regulation 18 months</b>   | <b>Skills</b><br>I can accept comfort when I am upset from a key person or familiar adult.                              | <b>Skills</b><br>I can interact with others.<br>I can smile back at my key person.                                | <b>Skills</b><br>I can explore objects around me (indoors and outdoors).<br>I seek out my key person.<br>I can choose which drink I want at snack time. | <b>Skills</b><br>I can show what I like.<br>I can choose which toys I would like out at pre-school.<br>I can explore my own body.                                                        | <b>Skills</b><br>I like trying new things.<br>I can explore indoors and outdoors.<br>I can say please and thank you or alternatives like 'ta with prompting. | <b>Skills</b><br>I am content at pre-school.<br>I can choose which song I would like to sing.                                                                                                            |
|                                                                                                                                          | <b>Self-Regulation 2-3 years</b>   | <b>Knowledge</b><br>I know my favourite activities.                                                                     | <b>Knowledge</b><br>I know what I need help with.                                                                 | <b>Knowledge</b><br>I know some things that are risks to me.<br>I know some places in the local area.                                                   | <b>Knowledge</b><br>I know who my friends are.                                                                                                                                           | <b>Knowledge</b><br>I know what I like to do on my own.                                                                                                      | <b>Knowledge</b><br>I know some jobs I do at home.                                                                                                                                                       |
|                                                                                                                                          |                                    | <b>Skills</b><br>I can choose my own activity.<br>I can express my feelings.                                            | <b>Skills</b><br>I can play with something suggested to me.<br>I can explore emotions in stories.                 | <b>Skills</b><br>I can show enjoyment of exploring the local area with my key person.<br>I can take risks in my play with adult guidance.               | <b>Skills</b><br>I have visited some new places.<br>I can develop friendships with other children.                                                                                       | <b>Skills</b><br>I can recognise when I have made somebody sad.<br>I can show I can do some things on my own.                                                | <b>Skills</b><br>I can talk about my feelings e.g I am sad because...<br>I love it when....<br>I like to do jobs in the pre-school room.                                                                 |
|                                                                                                                                          | <b>Self-Regulation 3-4 years</b>   | <b>Knowledge</b><br>I know what 'happy' and 'sad' are.<br>I know the school rules.<br>I know why I should wait my turn. | <b>Knowledge</b><br>I know the school rules.<br>I know that everyone's feelings are different at different times. | <b>Knowledge</b><br>I know that everyone is special, unique and equal.<br>I know that people have similarities and differences.                         | <b>Knowledge</b><br>I know some ways I can show confidence.<br>I know what 'happy', 'sad', 'angry', 'worried' mean.<br>I know the school rules.<br>I know what are good choices to make. | <b>Knowledge</b><br>I know some simple ways to keep calm.<br>I know the vocabulary to explain a range of feelings.                                           | <b>Knowledge</b><br>I know the school rules and can explain why they are important.<br>I know some jobs I can do to help in my classroom.<br>I know what school is like and what happens during the day. |

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|  |                                       | <b>Skills</b><br>I can express a range of emotions.<br>I can develop self-confidence in exploring new places or activities with a key adult.<br>I can take turns with others, With some adult guidance I can show 'effortful control'. e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.<br>I show some awareness of rules/boundaries). | <b>Skills</b><br>I can separate from my care giver to access the environment.<br>I am starting to talk about and manage my emotions and understand my feelings.<br>I can remember and follow rules most of the time with encouragement.<br>I can select and use activities/resources to achieve a goal. | <b>Skills</b><br>I can take on some responsibility within the classroom community.<br>I can ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.<br>I can choose which book I would like to read. | <b>Skills</b><br>I can follow the school rules often without being reminded by an adult.<br>I am making good choices often.<br>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.<br>I can show some assertiveness.<br>I can regulate my behaviour and emotions.<br>I can recognise and respond to the feelings of others. | <b>Skills</b><br>I am managing my feelings and talk about emotions more often.<br>I can calm independently.<br>I can speak to more unfamiliar people within school.<br>I can carry out some classroom jobs. | <b>Skills</b><br>I can take on responsibility with confidence in my classroom community.<br>I am ready for new experiences like starting school.<br>To can be assertive.<br>I can follow the school rules.<br>I can take into the account the feelings of others when regulating my own impulses and behaviour.<br>I can show I am responsible.                      |
|  | Managing self<br>0-18 months          | <b>Skills</b><br>I can show expressions and gestures.                                                                                                                                                                                                                                                                                                                                                 | <b>Skills</b><br>I can interact with others.                                                                                                                                                                                                                                                            | <b>Skills</b><br>I can explore objects around me.                                                                                                                                                                                                                    | <b>Skills</b><br>I can explore my body.                                                                                                                                                                                                                                                                                                                     | <b>Skills</b><br>I can try new things.                                                                                                                                                                      | <b>Skills</b><br>I can choose what I want to do.                                                                                                                                                                                                                                                                                                                     |
|  | Managing self<br>18 months            | <b>Skills</b><br>I can seek out my comforter.                                                                                                                                                                                                                                                                                                                                                         | <b>Skills</b><br>I have a strong relationship with my key person.                                                                                                                                                                                                                                       | <b>Skills</b><br>I can play on my own.                                                                                                                                                                                                                               | <b>Skills</b><br>I can play with other children if my key person is nearby.                                                                                                                                                                                                                                                                                 | <b>Skills</b><br>I am starting to resist some of my impulses e.g to push to the front, grab what I want.                                                                                                    | <b>Skills</b><br>I can choose what I would like to do from some suggestions.                                                                                                                                                                                                                                                                                         |
|  | Managing self<br>2-3 years            | <b>Skills</b><br>I can calm myself with my comforter.                                                                                                                                                                                                                                                                                                                                                 | <b>Skills</b><br>I can choose the drink I would like at snack time.                                                                                                                                                                                                                                     | <b>Skills</b><br>I can use the toilet with help.                                                                                                                                                                                                                     | <b>Skills</b><br>I can copy phrases to show I take turns, 'It's my turn next' .... 'Can I have a turn?' ....                                                                                                                                                                                                                                                | <b>Skills</b><br>I can take my turn during group activities.<br>I can use the toilet independently.                                                                                                         | <b>Skills</b><br>I can choose a song to sing from a set of song cards.                                                                                                                                                                                                                                                                                               |
|  | Managing self<br>3-4 years            | <b>Knowledge</b><br>I know why I am special.<br>I know the school rules.<br>I know some ways to make friends with others.<br>I know why I need to take turns.                                                                                                                                                                                                                                         | <b>Knowledge</b><br>I know what anger is.<br>I know some ways to calm when I feel angry.                                                                                                                                                                                                                | <b>Knowledge</b><br>I know what makes people the same and what makes them difference..<br>I know that our differences make us special.                                                                                                                               | <b>Knowledge</b><br>I know what sort of things make a good friend.<br>I know some ways to keep myself healthy.<br>I know what kindness is and how to show it.                                                                                                                                                                                               | <b>Knowledge</b><br>I know why we have to take turns.<br>I know some ways to show politeness.<br>I know some ways to stay calm when I am feeling frustrated.                                                | <b>Knowledge</b><br>I know some of the ways I have changed in Nursery.<br>I know what some of my achievements have been.                                                                                                                                                                                                                                             |
|  |                                       | <b>Skills</b><br>I can build relationships.<br>I can take turns.<br>I am developing self-assurance.<br>I can communicate my needs and feelings.                                                                                                                                                                                                                                                       | <b>Skills</b><br>I can calm myself down when I get angry.<br>I can explain how I deal with problems or my emotions.<br>I am building constructive and respectful relationships.                                                                                                                         | <b>Skills</b><br>I can say when I am feeling a certain emotion and explain why.<br>I can say what I like and what I dislike.<br>I show self-confidence.<br>I can say what is special about me.                                                                       | <b>Skills</b><br>I can look after others showing kindness.<br>I can say how others might feel in a certain scenario.                                                                                                                                                                                                                                        | <b>Skills</b><br>I can look after others.<br>I can wait patiently.<br>I can tidy up my own workspace.<br>I can take turns.                                                                                  | <b>Skills</b><br>I can show resilience and perseverance in the face of challenge.<br>I am learning to cope with winning and losing being brave and modest where needed. (Sports day).<br>My behaviour is positive.<br>I can show kindness and consideration.<br>I competently manage my own needs throughout the daily routine.<br>I can seek support when required. |
|  | Building relationships<br>0-18 months | <b>Skills</b><br>I can look back as I crawl away from my key person.                                                                                                                                                                                                                                                                                                                                  | <b>Skills</b><br>I can make eye contact with other children and show interest in them.                                                                                                                                                                                                                  | <b>Skills</b><br>I can smile when something makes me happy.                                                                                                                                                                                                          | <b>Skills</b><br>I show an interest in what other children are doing.                                                                                                                                                                                                                                                                                       | <b>Skills</b><br>I can copy/ respond to my key workers facial expressions.                                                                                                                                  | <b>Skills</b><br>I can play with others when my key person is nearby.                                                                                                                                                                                                                                                                                                |
|  | Building relationships<br>18 months   | <b>Skills</b><br>I can express simple emotions (happiness sadness).                                                                                                                                                                                                                                                                                                                                   | <b>Skills</b><br>I can play alongside other children.                                                                                                                                                                                                                                                   | <b>Skills</b><br>I can smile back when someone smiles at me.                                                                                                                                                                                                         | <b>Skills</b><br>I can play alongside other children and begin to join in.                                                                                                                                                                                                                                                                                  | <b>Skills</b><br>I can join in and copy facial expressions from stories.                                                                                                                                    | <b>Skills</b><br>I can join in and play with my close friends.                                                                                                                                                                                                                                                                                                       |
|  | Building relationships<br>2-3 years   | <b>Knowledge</b><br>I know what makes me special.                                                                                                                                                                                                                                                                                                                                                     | <b>Knowledge</b><br>I know who my friends are.                                                                                                                                                                                                                                                          | <b>Knowledge</b><br>I know some emotions – happy/sad.                                                                                                                                                                                                                | <b>Knowledge</b><br>I know some emotions scared/ angry.                                                                                                                                                                                                                                                                                                     | <b>Knowledge</b><br>I know that everyone is different.<br>I know that people have different coloured hair, eyes and skin.<br>I know that people celebrate in different ways.                                | <b>Knowledge</b><br>I know what makes me different to my friends.                                                                                                                                                                                                                                                                                                    |
|  |                                       | <b>Skills</b><br>I can show some confidence in myself.                                                                                                                                                                                                                                                                                                                                                | <b>Skills</b><br>I can seek out my friends to share experiences.                                                                                                                                                                                                                                        | <b>Skills</b><br>I notice when someone is sad and offer comfort.                                                                                                                                                                                                     | <b>Skills</b><br>I can spot differences between me and my friends.                                                                                                                                                                                                                                                                                          | <b>Skills</b><br>I can recognise emotions in stories.<br>I can ask questions about the differences between people.                                                                                          | <b>Skills</b><br>I can choose to join in and play with other children.<br>I can express emotions (happy, sad, angry, scared).                                                                                                                                                                                                                                        |

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|                                                                                                                        | <b>Building relationships<br/>3-4 years</b>                 | <b>Knowledge</b><br>I know some scenarios I can use in role play.                                                                                                                                                                                                                                  | <b>Knowledge</b><br>I know what makes a good friend.                                                                                                                                                                                                                                                                         | <b>Knowledge</b><br>I know some scenarios I can use in role play.                                                                                                                                                                                      | <b>Knowledge</b><br>I know that people have different feelings at different times.<br>I know some ways to sort out conflicts.                                                                                                  | <b>Knowledge</b><br>I know some scenarios I can use in role play.<br>I know some different games to play.                                                                                                                                                                                                                                     | <b>Knowledge</b><br>I know all of the adults in school and their names.<br>I know some interesting facts about myself and how I am different to others.                                                                                                                                                                                                                                           |
|                                                                                                                        |                                                             | <b>Skills</b><br>I can play with increasing confidence on my own and with other children.<br>I can take part in group activities.                                                                                                                                                                  | <b>Skills</b><br>I am developing friendships with other children.<br>I can develop role play – taking on role of Carer/Mummy/Daddy etc.                                                                                                                                                                                      | <b>Skills</b><br>I am becoming more outgoing with unfamiliar people, in the safe context of the school.<br>I am showing more confidence in new social situations.<br>I can play with one or more other children, extending and elaborating play ideas. | <b>Skills</b><br>I can talk with others to solve conflicts.<br>I am beginning to understand how others might be feeling.<br>I can build friendships through collaborative play.<br>I can maintain play for increasing periods. | <b>Skills</b><br>I can play in a group with friends.<br>I can make up ideas of things to do and games to play.<br>I can elaborate on ideas.<br>I can take part in pretend play taking on different roles.<br>I understand how others might be feeling.<br>I can take turns and share with others.                                             | <b>Skills</b><br>I have the confidence to communicate with adults around the school.<br>I can maintain positive relationships with peers and adults through understanding my own identity.                                                                                                                                                                                                        |
| <b>Communication and Language</b><br> | <b>Listening and attention<br/>0-18 months</b>              | <b>Skills</b><br>I can turn towards familiar sounds.                                                                                                                                                                                                                                               | <b>Skills</b><br>I can watch someone's face as they talk.                                                                                                                                                                                                                                                                    | <b>Skills</b><br>I can recognise a familiar voice.                                                                                                                                                                                                     | <b>Skills</b><br>I am calmed by a familiar voice.<br>I can choose between an object – e.g ball or car.                                                                                                                         | <b>Skills</b><br>I can understand single words in context like cup, milk, daddy.                                                                                                                                                                                                                                                              | <b>Skills</b><br>I can move with an adult to music.                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                        | <b>Listening and attention<br/>18 months</b>                | <b>Skills</b><br>I understand frequently used words like 'all gone', 'no' and 'bye bye'.                                                                                                                                                                                                           | <b>Skills</b><br>I can copy the gestures and words of adults.                                                                                                                                                                                                                                                                | <b>Skills</b><br>I can make sounds to get attention in different ways.<br>I can babble and use single words in my play.                                                                                                                                | <b>Skills</b><br>I enjoy singing, music and toys that make sounds.                                                                                                                                                             | <b>Skills</b><br>I can listen and respond to a simple instruction like 'give to ..... or 'stop'.                                                                                                                                                                                                                                              | <b>Skills</b><br>I can recognize and point to objects if asked about them. E.g small world animals.<br>I can understand some 2 word phrases.                                                                                                                                                                                                                                                      |
|                                                                                                                        | <b>Listening and attention<br/>2-3 years</b>                | <b>Skills</b><br>I can be directed by an adult if they use my name.                                                                                                                                                                                                                                | <b>Skills</b><br>I can listen to simple stories.<br>I understand action words e.g jumping.                                                                                                                                                                                                                                   | <b>Skills</b><br>I can pretend play e.g 'putting the baby to sleep' or 'driving the car to the shops'.                                                                                                                                                 | <b>Skills</b><br>I can identify a familiar object when it is described. E.g blue car, shiny apple.                                                                                                                             | <b>Skills</b><br>I can talk about a story book with just pictures and no words.                                                                                                                                                                                                                                                               | <b>Skills</b><br>I can understand simple instructions.                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                        | <b>Listening, Attention and Understanding<br/>3-4 years</b> | <b>Knowledge</b><br>I know the names of familiar objects.<br>I know 'action' vocabulary.                                                                                                                                                                                                           | <b>Knowledge</b><br>I know how to show I am listening.                                                                                                                                                                                                                                                                       | <b>Knowledge</b><br>I know a range of songs and rhymes.                                                                                                                                                                                                | <b>Knowledge</b><br>I know how to show I am listening.                                                                                                                                                                         | <b>Knowledge</b><br>I know how to show I am listening.                                                                                                                                                                                                                                                                                        | <b>Knowledge</b><br>I know many rhymes and stories.                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                        |                                                             | <b>Skills</b><br>I can understand a simple instruction given to me.<br>I can listen to simple stories and understand what is happening, with the help of the pictures.<br>I can identify familiar objects and properties.<br>I understand actions and words by pointing or attending to a request. | <b>Skills</b><br>I enjoy listening to longer stories and can remember much of what happens.<br>I can sometimes pay attention to more than one thing at a time.<br>I am beginning to ask why questions and think about <u>why</u> things happen.<br>I can hear and describe sounds.<br>I can recall information I have heard. | <b>Skills</b><br>I understand a question or instruction that has two parts, such as "Get your coat and wait at the door".                                                                                                                              | <b>Skills</b><br>I enjoy listening to longer stories and can remember what happens.<br>I can recall detail.<br>I understand ' <u>why</u> ' questions, like: "Why do you think the caterpillar got so fat?"                     | <b>Skills</b><br>I can hold a conversation with adults and friends, listening and responding.<br>I enjoy listening to longer stories and can remember what happens in them.<br>I understand a question with two parts like "Can you get your coat and wait by the door please?"<br>I can focus on a chosen activity for at least ten minutes. | <b>Skills</b><br>I join in at group time, putting up my hand and waiting my turn to talk.<br>I understand when asked questions like "Why" "How."<br>I can sit quietly/listen for longer periods of time.<br>I am able to move away from distractions.<br>I can talk about stories in detail.<br>I listen and 'do' even when occupied.<br>I am beginning to follow instructions with 3 or 4 parts. |
|                                                                                                                        | <b>Speaking<br/>0-18 months</b>                             | <b>Skills</b><br>I can gaze at faces.                                                                                                                                                                                                                                                              | <b>Skills</b><br>I can copy facial movements.<br>I enjoy toys that make sounds.                                                                                                                                                                                                                                              | <b>Skills</b><br>I can make eye contact for longer periods.                                                                                                                                                                                            | <b>Skills</b><br>I can copy what adults do (babbling conversation).                                                                                                                                                            | <b>Skills</b><br>I can make sounds to get attention in different ways.<br>(crying, gurgling, laughing, cooing or babbling).                                                                                                                                                                                                                   | <b>Skills</b><br>I can say mamam, dada, tete (teddy) or other words.(10 words)                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                        | <b>Speaking<br/>18 months</b>                               | <b>Skills</b><br>I can reach for or point to something I want whilst making sounds.<br>Use gestures like waving and pointing to communicate.                                                                                                                                                       | <b>Skills</b><br>I can copy facial expressions and movements, e.g sticking out my tongue.<br>I am trying to copy adult speech and lip movements.                                                                                                                                                                             | <b>Skills</b><br>I can make eye contact for longer periods.                                                                                                                                                                                            | <b>Skills</b><br>I enjoy singing.                                                                                                                                                                                              | <b>Skills</b><br>I can babble using sounds like 'baba', 'mama'.<br>I can use 1 word.                                                                                                                                                                                                                                                          | <b>Skills</b><br>I can show how I am feeling with my actions.<br>I am starting to have conversations.<br>I can say 20-50 clear words and nonsense words in speech patterns.                                                                                                                                                                                                                       |
|                                                                                                                        | <b>Speaking<br/>2-3 years</b>                               | <b>Skills</b><br>I can show how I am feeling with simple words.<br>I can babble constantly during play using single words.                                                                                                                                                                         | <b>Skills</b><br>I can sing some simple songs.<br>I can use the speech sounds p,b,m,w.                                                                                                                                                                                                                                       | <b>Skills</b><br>I can say what I think.<br>I am developing my use of the speech sounds r,j,th,ch and sh.                                                                                                                                              | <b>Skills</b><br>I am starting to develop conversation (jumping from topic to topic).                                                                                                                                          | <b>Skills</b><br>I can pretend play.<br>I can pronounce l/r/w/y/ f/th/s/sh/ch/dz/j                                                                                                                                                                                                                                                            | <b>Skills</b><br>I can use 300 words.<br>I can link up to 5 words together.<br>I can pronounce multi-syllabic words like banana and computer.                                                                                                                                                                                                                                                     |
|                                                                                                                        | <b>Speaking<br/>3-4 years</b>                               | <b>Knowledge</b><br>I know words related to a familiar theme.                                                                                                                                                                                                                                      | <b>Knowledge</b><br>I know some vocabulary related to our learning quest.                                                                                                                                                                                                                                                    | <b>Knowledge</b><br>I know many rhymes.                                                                                                                                                                                                                | <b>Knowledge</b><br>I know lots of new words.                                                                                                                                                                                  | <b>Knowledge</b><br>I know a variety of story related words.                                                                                                                                                                                                                                                                                  | <b>Knowledge</b><br>I know many rhymes.                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                                  |                                | <b>Skills</b><br>I understand and can use simple questions about 'who', 'what' and 'where'.<br>I can repeat a modelled sentence.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Skills</b><br>I can verbalise short sentences and hold conversations.<br>I am beginning to join in with rhymes and songs.<br>I can say sounds s,z,f,v.                                                                                                                                                                                                                                                                                                                                                          | <b>Skills</b><br>I can start a conversation with adults or a friend.<br>I can sing songs.<br>I am beginning to speak in full sentences and using talk to connect ideas.                                                                                                                                                                                                                                | <b>Skills</b><br>I can talk about familiar books and I am able to 'tell' a story.<br>I can use new words in play.<br>I use intonation and expression in their language, making my meaning clear.<br>I am beginning to say sounds k,g,ng,sh,<br>I can use longer sentences of up to 4 words and beyond.<br>I can recall new vocabulary with increasing clarity in pronunciation.<br>I can use multi-syllabic words such a 'pterodactyl', 'planetarium' or 'hippopotamus'.                                                                                                                                                                                    | <b>Skills</b><br>I can sing a large repertoire of songs.<br>I use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver".<br>I can peak and listen in turn with others.                                                                                                                                                                                                                                                                                                                                                            | <b>Skills</b><br>I can express a point of view even when I disagree and I can discuss this using words and actions.<br>I use full sentences of four to six words when talking.<br>I can use sentences with varying tenses.<br>I join sentences using words like because or and.<br>I can say sounds k,g,ng,sh, I<br>I can make up my own stories using a wide range of vocabulary.                                                                                                              |
| <b>Physical Development</b><br> | <b>Gross motor 0-18 months</b> | <b>Skills</b><br>I can lift my head whilst lying on my front.<br>I can push my chest up with straight arms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Skills</b><br>I can roll over from front to back and back to front.<br>I can reach out for objects.                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Skills</b><br>I can sit without support. I am beginning to crawl I different ways and directions.<br>I can pull myself upright.                                                                                                                                                                                                                                                                     | <b>Skills</b><br>I can use my senses to explore.<br>I can sit on and climb over an adult.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Skills</b><br>I can squash and squeeze sponges and cloths.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Skills</b><br>I can bounce to get ready for walking.<br>I can pass things from one hand to the other.                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                  | <b>Gross motor 18 months</b>   | <b>Skills</b><br>I can walk independently with props at first.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Skills</b><br>I can walk with control and confidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Skills</b><br>I can walk whilst holding an object.                                                                                                                                                                                                                                                                                                                                                  | <b>Skills</b><br>I enjoy moving when outside and inside.<br>I can sit on a push-along wheeled toy.<br>I enjoy starting to kick, throw and catch balls.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Skills</b><br>I can use the stairs with help.<br>I can control my whole body when clapping and stamping to music.                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Skills</b><br>I can use a three wheeled scooter and ride a tricycle.<br>I can jump off a low object with both feet on the ground. (ball pool).                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                  | <b>Gross motor 2-3 years</b>   | <b>Skills</b><br>I can run with control.<br>I can collaborate with others to pick up and move a large item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Skills</b><br>I can crawl on and through equipment.<br>I can climb up apparatus.<br>I can fit myself into spaces, like tunnels, dens and large boxes and move around in them.                                                                                                                                                                                                                                                                                                                                   | <b>Skills</b><br>I can jump forwards.<br>I can jump over small stationary object.<br>I can attempt a roll (e.g log roll)                                                                                                                                                                                                                                                                               | <b>Skills</b><br>I can catch a large ball.<br>I can roll a ball across a surface.<br>I can walk a balance bike.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Skills</b><br>I can hold a pose e.g musical statues. yoga.<br>I can use the stairs independently.<br>I can hop on one foot 3-5 times.                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Skills</b><br>I can 'walk' a balance bike.<br>I can use my feet to scoot a balance bike and maintain balance.                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                  | <b>Gross motor 3-4 years</b>   | <b>Knowledge</b><br>I know some different ways I can choose to move.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Knowledge</b><br>I know how to keep myself clean.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Knowledge</b><br>I know where the toilet is in my setting.                                                                                                                                                                                                                                                                                                                                          | <b>Knowledge</b><br>I know some healthy foods and drinks.<br>I know why I should brush my teeth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Knowledge</b><br>I know some physical group activities which I can play with my peers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Knowledge</b><br>I know the rules for outdoor play.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                  |                                | <b>Skills</b><br>I can decide whether to crawl, walk or run, develop moving in a variety of ways.<br>I can walk smoothly and turn corners.<br>I can run with control. (still has wide gait).<br>I can transition into different positions (e.g. sitting, all fours, lying on tummy).<br>I can imitate simple bilateral movements of limbs (e.g. arms up together).<br>I can sit comfortably on the floor and on a chair.<br>I can go up steps and stairs, or climb up apparatus beginning to use alternate feet.<br>I can use a hand rail independently.<br>I can throw at a target. | <b>Skills</b><br>I can balance and ride, (scooters, trikes, and bikes)<br>I am gaining ball skills.<br>I can put on my own coat.<br>I can climb onto equipment without assistance (indoor and outdoor).<br>I can participate in ring games, parachute games.<br>I can choose the right resources to carry out my own plan. (e.g, choosing a spade to enlarge a small hole they dug with a trowel.)<br>I can pick up toys from the floor without falling over.<br>I can put on my coat and try my buttons and zips. | <b>Skills</b><br>I can try to put my coat on and do up zips.<br>I can brush my teeth, use the toilet, wash and dry my hands. (with a little support).<br>I can run with control.<br>I can climbing down from equipment without assistance.<br>I can change direction while walking.<br>I can pick up toys from the floor without falling over.<br>I can walk up and down stairs with alternating feet. | <b>Skills</b><br>I can help myself to get dressed and undressed.<br>I can make healthy choices about food, drink, activity and tooth brushing.<br>I can brush my teeth, use the toilet, and wipe my bottom, washing and drying my own hands.<br>I can move in different ways.<br>I can balance and ride (scooters, trikes and bikes) I can improve my ball skills.<br>I can skip, hop, stand on one leg and hold eg musical statues.<br>I can stand still for a short period.<br>I am often able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>I can climb onto/down from equipment without assistance. | <b>Skills</b><br>I can take part in action songs, copying and mirroring actions.<br>I can use large-muscle movements to wave flags and streamers, paint and make marks<br>I can imitate simple bilateral movements of limbs (e.g. arms up together).<br>I can imitate an adult standing on one foot.<br>I can balance and hop steadily.<br>I can pedal a tricycle.<br>I can jump with two feet together 5 times in a row.<br>With support I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | <b>Skills</b><br>I can throw, catch and kick a ball.<br>I can run around obstacles.<br>I can walk on tip toes.<br>I can walk along a line.<br>I can try to hop on one foot.<br>I can jump over a low object and land with both feet together.<br>I show an awareness of safety.<br>I can manage my own risk<br>I can decide whether to crawl, walk or run across a plank, depending on its length and width.<br>I can walk up and down stairs with alternating feet.<br>I can pedal a tricycle. |
|                                                                                                                  | <b>Fine motor 0-18 months</b>  | <b>Skills</b><br>I can reach out for an object.<br>I can bring my hand to my mouth.<br>I can swing my arms at toys.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Skills</b><br>I enjoy touching different surfaces.<br>I can hold a small object in my hand.<br>I can hold my hands together.                                                                                                                                                                                                                                                                                                                                                                                    | <b>Skills</b><br>I can let go of things.<br>I can reach for toys with both hands.<br>I can briefly hold a rattle.                                                                                                                                                                                                                                                                                      | <b>Skills</b><br>I can pick up a small object with my first finger and thumb.<br>I can follow objects with my eyes in all directions.<br>I can clap hands together.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Skills</b><br>I can grip my drinks container/ bottle with two hands.<br>I can shake and bang a rattle.<br>I can bring a toy to my mouth.                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Skills</b><br>I can attempt to feed myself with a spoon.<br>I can transfer objects from one hand to the other.<br>I can give a toy to a caregiver when asked.<br>I can bang 2 toys together.                                                                                                                                                                                                                                                                                                 |
|                                                                                                                  | <b>Fine motor 18 months</b>    | <b>Skills</b><br>I can grip cutlery.<br>I can put an object into a container.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Skills</b><br>I can use a spoon to put food in my mouth.                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Skills</b><br>I can stab food with a fork.<br>I can use a palmar pencil grasp.                                                                                                                                                                                                                                                                                                                      | <b>Skills</b><br>I can pick up items using a delicate pincer grasp.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Skills</b><br>I can use scissors with springs.<br>I can dig a hole with a tool.<br>I can grip tools to paint with.                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Skills</b><br>I can pour from one container to another (sand/water).<br>I can take off my own coat.                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                        |                                |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                                        |                                | I can stack two blocks.                                                                                                                                                                                                                                                                                                                                                      | I can stir a mixture with a spoon.                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | I can paint with sponges and stampers on a large scale.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I can line up behind others.<br>I can wash and dry my hands with support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                        | <b>Fine motor 2-3 years</b>    | <b>Skills</b><br>I can use a spoon and fork together to put food in my mouth.<br>I can paint with large paint brushes using a palmar grasp.<br>I can line up and queue in a space.<br>I can exercise the choice to sleep in pre-school if I need to.                                                                                                                         | <b>Skills</b><br>I can place a finger and thumb in the hole of scissors.<br>I can open and close scissors.<br>I can build a tower block using 3-4 blocks.                                                                                                                                                                                                                                | <b>Skills</b><br>I can draw shapes freely.<br>I can draw scribbles.<br>I understand that I need to hold an adult's hand to cross the road.<br>I can put rings on a ring stacker.<br>I can turn pages of a book one at a time.                                                                                                                                                                                                                                                                                                                                              | <b>Skills</b><br>I can pull my pants down to go to the toilet.<br>I am learning to use the toilet with help.<br>I can put my own shoes on (they may be back to front).<br>I can brush my teeth with support.<br>I can wash and dry my hands with encouragement.                                                                                                                                                                                                                                                                                 | <b>Skills</b><br>I can roll out dough with 2 hands.<br>I can attempt to use a knife to cut up soft foods like bananas and strawberries.<br>I can hammer pegs.<br>I can use scissors with an adult.<br>I can wash and dry dishes with two hands.                                                                                                                                                                                                               | <b>Skills</b><br>I can attempt snips in paper with scissor.<br>I can thread big beads onto a lace.<br>I can have a go at my own zips and buttons.<br>I am beginning to use a simple tripod grasp to hold a pencil.<br>I am starting to understand I need a balance of play and screen time.<br>I can wash dolls with two hands.                                                                                                                                                                                                                                                            |
|                                                                                                        | <b>Fine motor 3-4 years</b>    | <b>Knowledge</b><br>I know vocabulary to use during fine motor activities.                                                                                                                                                                                                                                                                                                   | <b>Knowledge</b><br>I know vocabulary to use during fine motor activities.                                                                                                                                                                                                                                                                                                               | <b>Knowledge</b><br>I know vocabulary to use during fine motor activities.<br>I know how to hold a pair of scissors.                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Knowledge</b><br>I know vocabulary to use during fine motor activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Knowledge</b><br>I know vocabulary to use during fine motor activities.                                                                                                                                                                                                                                                                                                                                                                                    | <b>Knowledge</b><br>I know vocabulary to use during fine motor activities.<br>I know how to hold a pencil.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                        |                                | <b>Skills</b><br>I can tear paper.<br>I can dig, scoop, pour:- Sand/water (buckets, spades and jugs).<br>I can use a spoon to feed my self/ cups to drink.<br>I am beginning to use cutlery.<br>I can use tweezers to pick up/ move large objects i.e. pasta, large pom-poms.<br>I can thread large objects onto pipe cleaners.<br>I can hold cups and saucers with 2 hands. | <b>Skills</b><br>I can use paint brushes – large movements – circular, up and down :- large paintbrushes/ large sheets of paper/ ground.<br>I can use a variety of tools to manipulate play dough.<br>I can use glue spreaders.<br>Pencil control :- I can mark make using tools such as chunky chalks, mark makers in sand etc and large movements (fist grip moving to modified grip). | <b>Skills</b><br>I can use one-handed tools and equipment, for example, making snips in paper with scissors.<br>I can use paint brushes / chalks – large movements – circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground.<br>I can use glue spreaders.<br>I can use one-handed tools and equipment, for example hammers.<br>Pencil control :- I can use mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines.<br>I am showing a preference for a dominant hand. | <b>Skills</b><br>I can eat independently and use a knife and fork.<br>I can use cutlery to feed self/ cups to drink.<br>I can dig, scoop, pour :- Sand/ water (buckets, spades and jugs and funnels).<br>Activities to promote crossing the mid-line of the body i.e.<br>I can pass a ball from left to right.<br>I can use tweezers to pick up/ move smaller objects i.e. small pompoms/ objects.<br>I can thread large beads onto lace.<br>I can use a variety of tools to manipulate play dough.<br>I can make marks in a multitude of ways. | <b>Skills</b><br>I can use a range of tools competently, safely and confidently. eg pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br>I can make snips with paper.<br>I can cut a straight line with some accuracy.<br>Activities to strengthen bilateral coordination<br>I can use lacing cards.<br>I can dig , scoop, pour:- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc ). | <b>Skills</b><br>I can use paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground.<br>I can use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects.<br>I can put pegs onto paper plates/ material.<br>I can thread large beads onto lace/ lacing cards.<br>Pencil control :- I am beginning to write letters or marks that can be recognised.<br>I can use mark makers with developing 'comfortable' tripod grip and dominant hand.<br>I can lace a simple line up and down.<br>I can fasten my zip. |
| <b>Literacy</b><br> |                                |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                        | <b>Comprehension 18 months</b> | I can enjoy songs and rhymes.                                                                                                                                                                                                                                                                                                                                                | I enjoy sharing books with an adult.                                                                                                                                                                                                                                                                                                                                                     | I can try to join in with everyday conversations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I can join in with some songs and rhymes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | I can join in with simple listening games, e.g Simon says.                                                                                                                                                                                                                                                                                                                                                                                                    | I pay attention to and respond to the pictures and words in books.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                        | <b>Comprehension 2-3 years</b> | I can sing songs and rhymes independently in play.                                                                                                                                                                                                                                                                                                                           | I can show interest in simple non-fiction books e.g colours, shapes, animals.                                                                                                                                                                                                                                                                                                            | I can make comments about a book.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I can ask questions about a book.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I can play linked to a story.                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                        | <b>Comprehension 3-4 years</b> | <b>Knowledge</b><br>I know what my favourite book is.                                                                                                                                                                                                                                                                                                                        | <b>Knowledge</b><br>I know how to hold a book, turn pages, look at pictures.<br>I know what a character is.                                                                                                                                                                                                                                                                              | <b>Knowledge</b><br>I am beginning to understand the five key concepts about print:<br>- print has meaning<br>- print can have different purposes<br>-we read English text from left to right and from top to bottom.                                                                                                                                                                                                                                                                                                                                                      | <b>Knowledge</b><br>I know that print carries meaning and is read, in English, from left to right.<br>I know the names of the different parts of a book.<br>I know what a character is.                                                                                                                                                                                                                                                                                                                                                         | <b>Knowledge</b><br>I knows that print carries meaning and is read, in English, from left to right.<br>I know that stories have beginnings and endings.<br>I know what a setting is.                                                                                                                                                                                                                                                                          | <b>Knowledge</b><br>I understand the five key concepts about print:<br>- print has meaning<br>- page sequencing<br>- print can have different purposes<br>- we read English text from left to right and from top to bottom.                                                                                                                                                                                                                                                                                                                                                                |

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|                    |                                   | <b>Skills</b><br>I can join in with familiar rhymes and stories.<br>I can sing Nursery Rhymes..<br>I hear and can use new vocabulary from stories, rhymes, poems and non-fiction books.<br>(Story times/ topic learning).<br>I have favourite books and I seek them out, to share with an adult, with another child, or to look at alone. | <b>Skills</b><br>I hear and use new vocabulary from stories, rhymes, poems and non-fiction books.<br>(Story times/ topic learning).<br>I can sequence stories/ events (not always in order).<br>I can identify characters/ settings/ events in stories.<br>I can engage in extended conversations about stories, learning new vocabulary.             | <b>Skills</b><br>I can sequences stories/ events (not always in order).<br>I can identify characters/ settings/ events in stories.                                                                                                                                                                                                                                                                                                                                                    | <b>Skills</b><br>I can sequence stories/ events (not always in order).<br>I can identify characters/ settings/ events in stories.<br>(Traditional Tales topic.)<br>I am able to 'map' out a familiar story through drawing.<br>I can sometimes guess endings of stories.<br>I can make up my own stories, with characters.                                  | <b>Skills</b><br>I am beginning to predict what might happen in stories :- Story times, topic learning.<br>I can sequence stories/ events (not always in order).<br>I can identify characters/ settings/ events in stories.<br>I can talk about the places and people in stories and the important things that are happening, building vocabulary.                                                             |
|                    | <b>Word Reading<br/>3-4 years</b> | <b>Knowledge</b><br>I know the first letter of my name.                                                                                                                                                                                                                                                                                   | <b>Knowledge</b><br>I know some nursery rhymes.<br>I know what alliteration is.<br>I know objects beginning with the same initial sound.                                                                                                                                                                                                              | <b>Knowledge</b><br>I know all of the letters in my name.<br>I know what a rhyme is.                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Knowledge</b><br>I know some nursery rhymes.<br>I know that I need to read the initial sound first when reading a word.<br>I know what alliteration is.                                                                                                                                                                                                  | <b>Knowledge</b><br>I know that I need to read the initial sound first when reading a word.<br>I know what alliteration is.                                                                                                                                                                                                                                                                                    |
|                    |                                   | <b>Skills</b><br>I can sing songs and say rhymes independently, for example, singing whilst playing.<br>I can repeat words and phrases from familiar stories.<br>I notice some print, such as the first letter of my name, a bus or door number, or a familiar logo. (Recognise important prints to me).                                  | <b>Skills</b><br>I can join in with songs and rhymes.<br>I can learn new rhymes and predict rhyme in well- known books.<br>I can recognise alliteration in books.<br>I can recognise my own name.                                                                                                                                                     | <b>Skills</b><br>I can join in with familiar rhymes and stories.<br>I can sing Nursery Rhymes.<br>I can hear and use new vocabulary from stories, rhymes, poems and non-fiction books.<br>(Story times/ topic learning )<br>I can recognise my own name in a group of names.                                                                                                                                                                                                          | <b>Skills</b><br>I know some familiar rhymes and stories.<br>I can sing Nursery Rhymes.<br>I can hear and use new vocabulary from stories, rhymes, poems and non-fiction books.<br>(Story times/ topic learning)<br>I can hear and say the first sound in a word when I hear it.                                                                            | <b>Skills</b><br>I can join in with rhymes and stories.<br>I can hear and use new vocabulary from texts.<br>I am beginning to say the first sound in a word when I hear it.                                                                                                                                                                                                                                    |
|                    |                                   | <b>Phonic Sounds:</b><br>I can use my body for percussion.<br>I am listening to environmental sounds.<br>I am exploring the sounds of instruments and objects.                                                                                                                                                                            | <b>Phonic Sounds:</b><br>I can use my body for percussion.<br>I can listen to environmental sounds.<br>I am beginning to identify things with the same initial sounds.                                                                                                                                                                                | <b>Phonic Sounds:</b><br>I am listening to animal sounds.<br>I can spot and suggest rhymes.<br>I can count or clap syllables.<br>I know the initial sound of my name.                                                                                                                                                                                                                                                                                                                 | <b>Phonic Sounds:</b><br>I can recognise rhyme and rhythm in books like walking through the jungle.<br>I can recognise alliteration.<br>I can recognise words/objects with the same initial sound orally.                                                                                                                                                   | <b>Phonic Sounds:</b><br>I can orally blend cvc words.<br>When an adult sound talks I-e-g. I can blend it together.<br>I can speak like a robot to blend sounds.<br>I can tap out syllables.<br>I can recognise alliteration.                                                                                                                                                                                  |
|                    | <b>Writing<br/>2-3 years</b>      | I can notice print such as the first letter of my name on my peg.                                                                                                                                                                                                                                                                         | I observe adults and other children writing.                                                                                                                                                                                                                                                                                                          | I can make marks on pictures to stand for my name.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Add some marks to my drawings which give meaning, e.g that says mummy.                                                                                                                                                                                                                                                                                      | I can draw vertical lines.<br>I can trace over tactile letters.                                                                                                                                                                                                                                                                                                                                                |
|                    | <b>Writing<br/>3-4 years</b>      | <b>Knowledge</b><br>I know that writing and drawing mean something.                                                                                                                                                                                                                                                                       | <b>Knowledge</b><br>I know that writing is not the same as drawing.                                                                                                                                                                                                                                                                                   | <b>Knowledge</b><br>I know that writing is patterns and shapes that I can copy.<br>I know what my name looks like.                                                                                                                                                                                                                                                                                                                                                                    | <b>Knowledge</b><br>I know that writing moves in different directions.<br>I know that writing is composed of separate marks.                                                                                                                                                                                                                                | <b>Knowledge</b><br>I know that I need to draw and write particular shapes for my writing to make sense to others.                                                                                                                                                                                                                                                                                             |
|                    |                                   | <b>Skills</b><br>I can draw some marks on paper, not always distinguishable.<br>I can scribble randomly on paper.<br>I can scribbles spontaneously in different directions, e.g. straight line, circle.                                                                                                                                   | <b>Skills</b><br>I can copy shapes that have multiple movements.<br>I can find my name with a picture/symbol.<br>I can make marks to represent my name.<br>My writing is beginning to take on a more linear/flowing style.<br>I enjoy drawing freely.<br>I make marks on my picture to stand for my name.<br>I can form lower case letters correctly. | <b>Skills</b><br>I can identify sounds in words.<br>I can hear some initial sounds.<br>I am beginning to use letters to identify meaning i.e. 'd' is for daddy.<br>I can follow large pattern outlines such as wavy lines or straight lines I can give meaning to the marks I make<br>I can copy an adult when making marks e.g. diagonal line, circle.<br>I can imitate shapes that involve multiple movements, e.g. L X<br>I can look at name card to attempt to write my own name. | <b>Skills</b><br>I am starting to add loops and more compact upwards and downwards marks.<br>I can follow large pattern outlines such as wavy lines or straight lines.<br>I can give meaning to the marks I make.<br>I can add some marks to my drawings, which I give meaning to. e.g: "That says mummy."<br>I can develop the mark making of my own name. | <b>Skills</b><br>I can hear some initial sounds in words.<br>I can identify sounds in words.<br>I can orally blend/ segment simple CVC words.<br>I am beginning to use letters to identify meaning i.e. 'd' is for daddy.<br>I can draw some recognisable pictures and give meaning to the marks I make.<br>I can count or clap syllables in a word.<br>I can copy all of the letter shapes over dotted lines. |
| <b>Mathematics</b> | <b>Maths<br/>0-18months</b>       | I can combine objects like stacking cups and blocks.                                                                                                                                                                                                                                                                                      | I can put objects inside others and take them out again.                                                                                                                                                                                                                                                                                              | I can squeeze myself into spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | I am starting to understand basic cause and effect (e.g shaking a rattle makes a noise).                                                                                                                                                                                                                                                                    | I am starting to understand relative size (big and small).                                                                                                                                                                                                                                                                                                                                                     |
|                    |                                   | I can explore shapes with my hands and feet.                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                |

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|-----------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                           |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                              | I am beginning to predict a sequence of events (e.g running water = bath time).                                                                                                        |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                     |
|                                                                                   | <b>Maths<br/>18 months</b>                                | I can show interest in different shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls.                                      | I can play with shape sorters.                                                                                                                                                                                                                                                                                               | I can build towers.<br>I can add more bricks to my tower.                                                                                                                              | I can climb into different spaces.<br>I can build with blocks and boxes indoors and outdoors.<br>I know big and little.                                                                                                                              | I can line objects up.<br>I am developing counting like behaviours (e.g pointing, making sounds.                                                                                                                                                                                                                                         | I can complete a simple inset puzzle.<br>I can add more objects to my container.                                                                                                                                    |
|                                                                                   | <b>Maths 2-3 years</b>                                    | I can take part in finger rhymes with numbers.<br>I can say some numbers in sequence.                                                                 | I know the one ness of one.<br>I can count my fingers and toes.                                                                                                                                                                                                                                                              | I know the two ness of two.<br>I can count toys, food items, sounds and actions.<br>I can spot patterns as 'the same'.<br>I can arrange objects in patterns.                           | I know the threeness of three.<br>I know high and low.<br>I know tall (blocks).<br>Using toys I can show 'on top of, up, down and through'.<br>I know bigger and smaller. (adult and child chairs, bowls, shoes, cups)<br>I know heavy (containers). | I can react to changes in amount (up to 3 items). E.g, Hiding and returning fingers in the two little dicky birds rhyme.<br>I am starting to make one to one correspondences. I am starting to match my counting words with objects.<br>I am learning to move objects as I have counted them.<br><br>I can count up and down the stairs. | I can compare amounts.<br>I know what lots means.<br>I know what more means.<br>I know what the same means.<br>I can complete a simple jigsaw.<br>I am confident to try maths activities even if I am not correct,. |
|                                                                                   | <b>Subitising<br/>3-4 years</b>                           | <b>Skills</b><br>I can count up to three or four objects by saying one number name for each item, towers, beads.                                      | <b>Skills</b><br>I can match the right number to a group of things from 1 to 3 beginning to extend.                                                                                                                                                                                                                          | <b>Skills</b><br>I can link numerals and amounts: eg showing the right number of objects to match to 4.Show 'finger numbers' up to 5.                                                  | <b>Skills</b><br>I can match numerals to amounts, counting out.                                                                                                                                                                                      | <b>Skills</b><br>I can subitise to 3 or beyond, look at a group of objects and know how many there are.                                                                                                                                                                                                                                  | <b>Skills</b><br>I can consolidate understanding of concepts previously taught by working through a variety of contexts with different numbers.                                                                     |
|                                                                                   | <b>Cardinality, ordinality and counting<br/>3-4 years</b> | <b>Knowledge</b><br>I know number names to 10.                                                                                                        | <b>Knowledge</b><br>I know the numbers 1,2 and 3.                                                                                                                                                                                                                                                                            | <b>Knowledge</b><br>I know the numerals 1-5.<br>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). | <b>Knowledge</b><br>I know the numerals 1-5.<br>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').                                                               | <b>Knowledge</b><br>I know the numerals 1-5.<br>I know that the last number counted tells me how many there are in total.                                                                                                                                                                                                                | <b>Knowledge</b><br>I know the numerals 1-5.<br>I know that the last number counted tells me how many there are in total.                                                                                           |
|                                                                                   |                                                           | <b>Skills</b><br>I can join in with number rhymes.<br>I can count up to three or four objects by saying one number name for each item, towers, beads. | <b>Skills</b><br>I can count 1:1 the numbers 1,2,3.<br>I can recite numbers to 4.<br>I say one number for each item in order: 1,2,3 and extend beyond.                                                                                                                                                                       | <b>Skills</b><br>I can count out 1:1 to number 4.                                                                                                                                      | <b>Skills</b><br>I can count to 5,:1:1 counting.                                                                                                                                                                                                     | <b>Skills</b><br>I can say one number for each item in order: 1,2,3,4,5. and begin to count beyond.<br>I can show 'finger numbers' up to 5.<br>I can link numerals and amounts, up to 5.                                                                                                                                                 | <b>Skills</b><br>I can recite numbers past 5.<br>I can say one number for each item in order: 1,2,3,4,5. can count beyond..<br>I can link numerals and amounts, up to 5.                                            |
|                                                                                   | <b>Comparison<br/>3-4 years</b>                           | <b>Skills</b><br>I recognise some numerals of personal significance.                                                                                  | <b>Skills</b><br>I can say one number for each item in order: 1,2,3 and extend beyond.                                                                                                                                                                                                                                       | <b>Skills</b><br>I can say one number for each item in order: 1,2,3,4 and extend beyond.                                                                                               | <b>Skills</b><br>I have consolidated counting to 5 .1:1 counting.                                                                                                                                                                                    | <b>Skills</b><br>I can say numbers in order, reciting to 5.                                                                                                                                                                                                                                                                              | <b>Skills</b><br>I can compare quantities using language: 'more than', 'fewer'.                                                                                                                                     |
|                                                                                   | <b>Pattern<br/>3-4 years</b>                              | <b>Knowledge</b><br>I recognise colours.                                                                                                              | <b>Knowledge</b><br>I know that a pattern repeats.                                                                                                                                                                                                                                                                           | <b>Knowledge</b><br>I know that patterns can be made with colours, objects, sounds and movements.                                                                                      | <b>Knowledge</b><br>I know that patterns should be consistent.                                                                                                                                                                                       | <b>Knowledge</b><br>I know that there is an order to my day.<br>I know what I do at the start and at the end of the day.                                                                                                                                                                                                                 | <b>Knowledge</b><br>I understand yesterday and tomorrow.                                                                                                                                                            |
|                                                                                   |                                                           | <b>Skills</b><br>I can sort objects into colours.                                                                                                     | <b>Skills</b><br>I can describe patterns in everyday life.<br>I can recognise stripes, spots.<br>I can match pairs of objects such as socks or buttons of the same colours/ patterns.<br>I can make patterns using everyday objects.<br>I can make and copy patterns of sound.<br>I can make and copy patterns of movements. | <b>Skills</b><br>I can create AB patterns with colours, natural objects, movement and sound.<br>I can describe AB patterns with colours, natural objects, movement and sound.          | <b>Skills</b><br>I can extend AB patterns with colours, natural objects, movement and sound.<br>I can spot mistakes in AB patterns with colours, natural objects, movement and sound.                                                                | <b>Skills</b><br>Patterns of Time<br>I can talk about events and orders such as getting dressed.<br>I can use words relating to order and when it happens.<br>I can talk about sequences of events in familiar stories/ nursery rhymes.                                                                                                  | <b>Skills</b><br>Patterns of Time<br>I can sequence pictures from familiar short stories/ nursery rhymes.<br>I can talk about times of the day.<br>I can sequence pictures from their daily routines.               |
|                                                                                   | <b>Measures<br/>3-4 years</b>                             | <b>Knowledge</b><br>I know that to compare objects I need to put them together.                                                                       | <b>Knowledge</b><br>I know that to sort objects into size order I need to line them up together.                                                                                                                                                                                                                             | <b>Knowledge</b><br>I know that the heavier object will make the scales move down.                                                                                                     | <b>Knowledge</b><br>I know that I compare the length of objects I need to line them up together.                                                                                                                                                     | <b>Knowledge</b><br>I know that a container is full when the water is at the top.<br>I know that the same amount of water looks different in different containers.                                                                                                                                                                       | <b>Knowledge</b><br>I know some of the events that occur throughout general day.                                                                                                                                    |

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|                                                                                                                                   |                                      | <b>Skills</b><br><u>Size</u><br>I can describe a change in size – e.g it has got bigger/ smaller. I can compare 2 objects using bigger/ smaller e.g on a nature hunt. Can you find a bigger acorn?                                                                                                   | <b>Skills</b><br><u>Size</u><br>I can sort objects into size such as 'counting bears'. I can put things away in their correct boxes – understanding that these are the right size for the object.                                                                                                                | <b>Skills</b><br><u>Weight</u><br>I can explore weight through playing with scales. I can use the words heavier and lighter when holding 2 objects.                                                                                                                                                                              | <b>Skills</b><br><u>Length</u><br>I can explore length through play. I can describe differences in height using words tall and short. I can describe differences in length using words long and short.                                                                 | <b>Skills</b><br><u>Capacity</u><br>I can explore capacity through water play and containers. I can describe capacity using the words empty and full. I can use the phrases 'too much' and 'not enough' when filling containers.                                                                                                           | <b>Skills</b><br><u>Time</u><br>I am beginning to use time to sequence events. I am beginning to experience specific time durations.                                                 |
|                                                                                                                                   | <b>Shape and Space<br/>3-4 years</b> | <b>Knowledge</b><br>I know that position means where something is. Where is the ....?                                                                                                                                                                                                                | <b>Knowledge</b><br>I know that shapes fit together in different ways to make larger shapes.                                                                                                                                                                                                                     | <b>Knowledge</b><br>I know that there are different routes to take to get to the same place.                                                                                                                                                                                                                                     | <b>Knowledge</b><br>I know that a square has straight sides. I know that a circle has curved sides.                                                                                                                                                                    | <b>Knowledge</b><br>I know the vocabulary to use to describe a route to take. I know that 3D shapes fit together to make larger models.                                                                                                                                                                                                    | <b>Knowledge</b><br>I know that a triangle has 3 straight sides. I know that a rectangle has 4 straight sides. 2 long and 2 short.                                                   |
|                                                                                                                                   |                                      | <b>Skills</b><br><u>Position</u><br>I can use words in play including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. I can describe movement of an object e.g 'I have put this on the table.' I can use books to understand position – 3 Billy Goats Gruff, We're going on a bear hunt. | <b>Skills</b><br><u>Shape exploration</u><br>I can complete puzzles involving shapes. I can complete activities involving sorting shapes (putting shapes through holes). I can explore shape using blocks and shapes freely. I can make models using construction materials such as blocks/ interlocking shapes. | <b>Skills</b><br><u>Routes</u><br>I can play freely with assault courses – finding different paths and routes. I can create routes using toys e.g train tracks. I can listen and engage with stories about journeys. <u>Shape</u><br>I can combine shapes to make pictures. I can talk about my models and pictures I have made. | <b>Skills</b><br><u>Shape</u><br>Characteristics of shapes I can talk about everyday objects using pointy, wavy, round, straight. I can talk about and identify straight objects – e.g completing jigsaws.                                                             | <b>Skills</b><br><u>Routes</u><br>I can go on walks and describe the route e.g order of places. I can give directions. <u>Shapes</u><br>I can combine shapes to make new ones e.g an arch or a bigger triangle. I can make dens – choosing appropriate resources based on their characteristics such as flat boxes/ triangular for a roof. | <b>Skills</b><br><u>Shapes</u><br>I can recognise shapes. I can sort objects into shapes. I am beginning to know the names of the 2D shapes, circle, square, rectangle and triangle. |
| <b>Science</b><br>(Understanding the World)<br> | <b>0-18 months</b>                   | I enjoy being outdoors. I show an interest in looking at and touching things I find outdoors.                                                                                                                                                                                                        | I can touch my fingers and toes.                                                                                                                                                                                                                                                                                 | I can kick and wave.                                                                                                                                                                                                                                                                                                             | I can explore textures, sounds and smells in a treasure basket. I can taste new tastes.                                                                                                                                                                                | I show an interest in animals. I like to play with water.                                                                                                                                                                                                                                                                                  | I can explore musical instruments. I can explore containers with different objects inside.                                                                                           |
|                                                                                                                                   | <b>18 months</b>                     | Explore and respond to different natural phenomena in pre-school and on visits. (walking in long grass, standing in the rain with wellies and umbrellas, splashing in puddles).                                                                                                                      | Repeat actions that have an effect. Use forces (push and pull) in play. I can make a catapult. I can explore static electricity by playing with balloons. I can make a parachute with a plastic bag.                                                                                                             | Explore materials using their senses. e.g making jelly, fizzy sherbert, melting ice cubes, food colouring, baking soda and vinegar. Tasting foods, smelling and identifying foods. I can show an interest in mixing materials.                                                                                                   | Plant and care for seeds with help. I can explore natural objects.                                                                                                                                                                                                     | Explore natural materials indoors and outdoors, wet and dry sand, water and playdough. I can make shadows with a torch. I can play with bubbles.                                                                                                                                                                                           | I can sort objects by shape.                                                                                                                                                         |
|                                                                                                                                   | <b>2- 3 years</b>                    | Start to talk about what they see in their environment (their experiences)                                                                                                                                                                                                                           | Show an interest in how things work. Explore forces through small world play with cars and trains, boats and magnets.                                                                                                                                                                                            | Explore different materials through cooking, floating and sinking.                                                                                                                                                                                                                                                               | Plant seeds and care for growing plants.                                                                                                                                                                                                                               | Explore and experience the key features of life cycle. Frogs and caterpillars.                                                                                                                                                                                                                                                             | Begin to show an understanding of care for living things. (e.g woodlice, worms)                                                                                                      |
|                                                                                                                                   | <b>Science<br/>3-4 years</b>         | <b>Knowledge</b><br>I know that I need to respect my world and all living things. I know how to care for living things. I know what recycling is.                                                                                                                                                    | <b>Knowledge</b><br>I know that some materials float and some sink. I know that materials can be changed. I know that light can shine through some materials.                                                                                                                                                    | <b>Knowledge</b><br>I know what a material is. I know what a magnifying glass is used for. I know that materials are different.                                                                                                                                                                                                  | <b>Knowledge</b><br>I know what a plant is. I know how to care for a plant. I know what happens if I don't care for it. I know that plants grow and change. I know how plants grow and change.<br><br>I can name body parts through getting dressed, songs and rhymes. | <b>Knowledge</b><br>I know what an animal is. I know the names of sea animals. I know some animals that come from eggs. I am starting to understand the key features of the life cycle of an animal.                                                                                                                                       | <b>Knowledge</b><br>I know some different types of weather. I know the 4 seasons. I know that animals grow and change. I know how plants grow and change.                            |

|                                                |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                |                                 | <b>Skills</b><br><i>I am using a bank of vocabulary for ' scientific exploration' which is added to throughout the year.</i><br>I have had observational and investigational skills modelled to me.<br>I show curiosity.<br>I touch, smell and hear the natural world during hands-on experiences.<br>I can explore how things work.<br>I can use all of my senses to explore natural materials and outdoors.<br>I can describe and comment on things I have seen whilst outside, including plants and animals. | <b>Skills</b><br><i>I am using a bank of vocabulary for ' scientific exploration' which is added to throughout the year.</i><br>Introduce and use related vocabulary.<br>I can talk about the differences between materials and changes I notice.<br>I have investigated shadows.<br>I can explore changes that can happen eg in baking or with ice.<br>I have played with mechanical equipment.<br>I have investigated wind-up toys, pulleys, sets of cogs, toy cars, etc...<br>I can manipulate shape and textures in sensory play.<br>I can mix sand, mud and water and explore properties.<br>I can explore and talk about different forces that I can feel. | <b>Skills</b><br><i>I am using a bank of vocabulary for ' scientific exploration' which is added to throughout the year.</i><br>I have had observational and investigational skills modelled to me.<br>'I wonder if....'?<br>I can use all of my senses in hands-on exploration of natural materials.<br>I can explore collections of materials with similar/ different properties (porridge oats/ water).<br>I am beginning to talk about the differences between materials and changes they notice.<br>I can talk about what I see and explore how things work., building vocabulary.<br>I can make collections of natural materials to investigate and talk about.<br>I can use magnifying glasses. | <b>Skills</b><br><i>I am using a bank of vocabulary for ' scientific exploration' which is added to throughout the year.</i><br>I can plant seeds and care for growing plants, observing growth and learning what plants need to grow.<br>I can grow vegetables in the school garden.<br>I have observed an apple core going mouldy and brown.<br>I have learnt to respect and care for minibests and living things.<br>I am beginning to understand the key features of the life cycle of a plant.<br>I notice changes eg shoots growing from a seed<br>After close observation I can draw pictures of plants and flowers.<br>I can look closely at cut plants and fruit.<br>I can make sense of my own life-story and my family's history in terms of growth (baby-toddler-child-teenager-adult-elderly).<br>I have taken part in first hand scientific exploration of animal life cycles, such as caterpillars or chicks eggs. | <b>Skills</b><br><i>I am using a bank of vocabulary for ' scientific exploration' which is added to throughout the year.</i><br>I can compare animals that live in the water to those that live on land.<br>I have explored a range of sea animals.<br>I can draw pictures of the natural world, including animals after close observation.<br>I can talk about animals that interest me.<br>I can refer to books, wall displays and online resources to extend my knowledge.<br>I show interest in different occupations.<br>I can ask questions to a visitor related to animals.<br>I can use animal vocabulary in my play.<br><br>I can look closely at tadpoles/ minibests using a magnifying glass. | <b>Skills</b><br><i>I am using a bank of vocabulary for ' scientific exploration' which is added to throughout the year.</i><br>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.<br>I can show my understanding of the seasons and weather in my play.<br>I can play in leaves, snow, mud.<br>I can explore the world around me and watch how the seasons are changing.<br>I can explore and respond to different natural phenomena in my setting.<br>I understand the natural environment and living things. |
| <b>History<br/>(Understanding the World)</b>   | <b>History<br/>18 months</b>    | Enjoy listening to stories about different people and families.                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I can imitate actions from the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I can imitate events from the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I enjoy stories about the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I can recount some events from my day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | I am starting to understand pictures of the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                | <b>History<br/>2-3 years</b>    | Notice differences between people.<br>Make connections between the features of their family and other families.                                                                                                                                                                                                                                                                                                                                                                                                 | I can role play a past event/ character.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | I can spot differences in life in the past and now.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I enjoy stories and videos about the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | I can organize basic events into order.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | I can ask a question about the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                | <b>Chronology<br/>3-4 years</b> | <b>Knowledge</b><br>I know who the members of my family<br>I know the meaning of 'past'.                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Knowledge</b><br>I know that some events repeat every year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Knowledge</b><br>I can talk about people and times that are special to me. eg..."remember the party when we had fireworks and big bangs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Knowledge</b><br>I can talk about people and times that are special to me. Eg "remember the party when we had fireworks and big bangs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Knowledge</b><br>I can talk about journeys I have been on in the past.<br>I know that other families go on different journeys.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Knowledge</b><br>I can talk about some found objects from the past (souvenirs/ fossils/ stones etc..)                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                |                                 | <b>Skills</b><br>I can comment on photos of my family.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Skills</b><br>I can talk about what I have done with my family during Christmas' in the past.<br>I have explored how Christmas used to be celebrated in the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Skills</b><br>I am beginning to make sense of my own life-story and my family history.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Skills</b><br>I can discuss my experience of past birthday celebrations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Skills</b><br>I can make connections between the features of my family and other families.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Skills</b><br>I can talk about my own photos and memories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Geography<br/>(Understanding the World)</b> | <b>18 months</b>                | I can explore and respond to what I see around me.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I can explore the natural world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I enjoy looking at photos of my own home.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I enjoy looking at photos of my setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I enjoy looking at photos of my local area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I can find my way around my setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                | <b>2-3 years</b>                | I know there are other places to live in the world.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | I can explore other countries through play and stories and foods/ celebrations.<br>I know that countries are different.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | I can explore land and sea through globes.<br>I know different animals live in different countries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I can explore a range of exciting maps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | I can identify places in my local area from photographs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | I can play games to explore direction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                                                                           |                                                                                   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                           | <b>Geographical skills<br/>3-4 years</b>                                          | <b>Knowledge</b><br>I know some places I have been with my family.                                                                                                                                                                | <b>Knowledge</b><br>I know that there are different countries in the world.<br>I know which country I am from.<br>I can explain what England is like.                                                      | <b>Knowledge</b><br>I know a range of fictional characters and creatures from stories (from a range of cultures).<br>I can differentiate fictional characters from real people in my life.                                                                                                                                                | <b>Knowledge</b><br>I know that there are different countries in the world.<br>I know some people who help us at school and in our immediate world.                | <b>Knowledge</b><br>I know that there are different countries in the world.<br>I know how I get to school and what transport I use.<br>I know some different forms of transport.                                                                                                                                    | <b>Knowledge</b><br>I know that my friends may do some things differently to me. eg food and celebrations.                                                                                                                                                                                                                                                                        |
|                                                                                                                                           |                                                                                   | <b>Skills</b><br>I can talk about what I do with my family and the places I have been.<br>I am beginning to see similarities and make simple comparisons between other families.<br>I listen to fictional stories about families. | <b>Skills</b><br>I can use world maps to see where some stories are based.<br>I can draw information from a map and begin to understand why maps are so important.<br>I notice differences between people. | <b>Skills</b><br>I can navigate around my classroom and outdoor areas.<br>I can follow treasure hunts to find places/ objects within the school environment.<br>I can draw information from a map and begin to understand why maps are so important.<br>I have visited places of worship and places of local importance to the community. | <b>Skills</b><br>I am developing positive attitudes about the differences between people<br>I can talk about the differences I have experienced or seen in photos. | <b>Skills</b><br>I can find out about other countries in the world and what life is like to live there.<br>I can explore transport to get to other countries.<br>I can talk about the differences I have experienced or seen in photos.<br>I am developing positive attitudes about the differences between people. | <b>Skills</b><br>I show my understanding of my own environment and contrasting environments through my conversation and play.<br>I can talk about different occupations.<br>I can discuss what jobs my family do.<br>I am developing positive attitudes and challenging typical stereotypes.<br>I have visited places of worship and places of local importance to the community. |
|                                                                                                                                           | <b>RE<br/>3-4 years</b>                                                           | I know that all people are special and individual.                                                                                                                                                                                | I know that there are lots of different type of people in my world.                                                                                                                                        | I can notice differences between people.<br>I can ask questions about differences between people.                                                                                                                                                                                                                                         | I know that they dress differently, eat different food, live in different homes, do different jobs and live different lives.                                       | I can make connections between the features of my family and other families.                                                                                                                                                                                                                                        | I have a positive attitude towards differences between people.                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                           | <b>Computing<br/>2-3 years</b>                                                    | I can show an interest in technology around him.                                                                                                                                                                                  | I can make toys work using buttons/switches                                                                                                                                                                | I can turn on a music centre and off.                                                                                                                                                                                                                                                                                                     | I can use my finger on a touchscreen.                                                                                                                              | I can use a simple robot toy.                                                                                                                                                                                                                                                                                       | I can play with a computer keyboard.                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                           | <b>Computing<br/>3-4 years</b>                                                    | I can ask an adult to help me with technology<br>I can talk about different digital devices.<br>I can use pretend technology in my role play.                                                                                     | I can take a photograph.                                                                                                                                                                                   | I can turn on the music centre and select music I can listen to and play digital stories<br>I can make music on an iPad.                                                                                                                                                                                                                  | I can take turns on a digital device.<br>I can complete a Paint Project                                                                                            | I can use a touchscreen to open and close apps<br>I can use a mouse around a screen.                                                                                                                                                                                                                                | I know passwords help keep information safe on a digital device.<br>I can follow a simple algorithm I can put simple instructions in order I can create a sequence of instructions                                                                                                                                                                                                |
| <b>Art and Design (Expressive Arts and Design)</b><br> | <b>0-18 months</b>                                                                | I am attracted to the human face.                                                                                                                                                                                                 | I notice patterns with strong contrasts (black/ white).                                                                                                                                                    | I can explore objects and materials with different patterns, colours, tones and textures.                                                                                                                                                                                                                                                 | I can put my fingers into cornflower.<br>I can play with a stick in the mud.                                                                                       | I can place my hands and feet in paint.                                                                                                                                                                                                                                                                             | I am starting to make marks.                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                           | <b>18 months</b>                                                                  | I am attracted to patterns resembling the human face.                                                                                                                                                                             | I can make some marks:                                                                                                                                                                                     | I can make marks with my fingers and paint.                                                                                                                                                                                                                                                                                               | I can make marks with a stick in the mud.                                                                                                                          | I can attempt a scribble with a crayon.                                                                                                                                                                                                                                                                             | I can recognise red, yellow and blue.                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                           | <b>2-3 years</b>                                                                  | I can use different tools to make marks with paint.                                                                                                                                                                               | I can use a tablet to explore shape and colour.                                                                                                                                                            | I can contain my colouring to the page.                                                                                                                                                                                                                                                                                                   | I sometimes know what my marks mean.                                                                                                                               | I can express my ideas and feelings with marks.<br>I can magic paint with water.                                                                                                                                                                                                                                    | I can explore paint with brushes.<br>I can recognise red, yellow, blue, green, orange, black and white.                                                                                                                                                                                                                                                                           |
|                                                                                                                                           | <b>Breadth of study<br/>Exploring and Developing Ideas and work<br/>3-4 years</b> | I can explore 3D form.<br>Painting pebbles/ stones<br>Natural sculpture                                                                                                                                                           | I can work with others to develop and realise creative ideas.<br>My teacher takes pictures of my creations and records my ideas explaining what I did.                                                     | I can make different textures and make patterns using different colours.                                                                                                                                                                                                                                                                  | I am encouraged to select the tools and techniques I need to assemble materials that I am using e.g cards<br>Mother's Day / Easter crafts                          | I can explore printing and patterns.<br>I can use different textures and materials to make recycled Art.                                                                                                                                                                                                            | I can explore printing and patterns.<br>Father's Day crafts<br>I can make different textures and make patterns using different colours.                                                                                                                                                                                                                                           |
|                                                                                                                                           | <b>Drawing<br/>3-4 years</b>                                                      | <b>Skills</b><br>I can use drawing to represent farm noises.<br>I can draw alongside my teacher.                                                                                                                                  | <b>Skills</b><br>I can draw from imagination.                                                                                                                                                              | <b>Skills</b><br>I can draw from imagination.<br>I can draw alongside my teacher.<br>I can explore lines in wet/dry sand.                                                                                                                                                                                                                 | <b>Skills</b><br>I can draw from observation.<br>I can draw with some detail. e.g a face with a circle and details. I can create closed shapes with                | <b>Skills</b><br>I can use drawing to represent map symbols.<br>I can draw from observation.                                                                                                                                                                                                                        | <b>Skills</b><br>I can draw for a purpose using detail such as a drawing a circle for a face.<br>I am beginning to show different emotions in my drawings and paintings, like happiness, sadness, fear etc.                                                                                                                                                                       |

|                                                                           |                                                                                                                                    |                                                                                                                                                                                      |                                                                                                                                                                                    |                                                                                                                                                                                     |                                                                                                                                                                |                                                                                                                                                                                                                                   |                                                                                                                                                                                                 |
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|                                                                           |                                                                                                                                    | I can draw different types of line – thick and thin.                                                                                                                                 |                                                                                                                                                                                    | I can make a line go for a walk.                                                                                                                                                    | continuous lines,and begin to use these shapes to represent objects.                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                                                 |
|                                                                           | <b>Painting<br/>3-4 years</b>                                                                                                      | <b>Knowledge</b><br>I can name colours.<br><b>Skills</b><br>I am beginning to mix colours.                                                                                           | <b>Knowledge</b><br>I can name colours.<br><b>Skills</b><br>I can dip the right amount of paint.<br>I can make a range of marks with a paint brush.                                | <b>Knowledge</b><br>I can name colours.<br><b>Skills</b><br>I can paint and fold to create symmetrical patterns.                                                                    | <b>Knowledge</b><br>I can name colours.<br><b>Skills</b><br>I can use thick and thin brushes to make effects e.g dragging, swirling, smudging.                 | <b>Knowledge</b><br>I can name colours.<br><b>Skills</b><br>I can mix paints together to make new colours.<br>I can talk about the different shades such as light and dark.<br>I can put the paint brush back in the correct pot. | <b>Knowledge</b><br>I can name colours.<br><b>Skills</b><br>I can express my ideas and feelings through colour.<br>I can turn pages to avoid smudging.<br>I can paint with my favourite colour. |
|                                                                           | <b>3D Form /<br/>Collage<br/>3-4 years</b>                                                                                         | <b>Knowledge</b><br>I know where to put the glue.<br>I know how much glue to use.<br><b>Skills</b><br>I can explore with junk to make models.<br>I can press shapes into play dough. | <b>Knowledge</b><br>I know ways to sort materials.<br><b>Skills</b><br>I can explore with different materials freely.<br>I can combine them in different ways to develop my ideas. | <b>Knowledge</b><br>I know how to hold scissors.<br><b>Skills</b><br>I can join different materials and explore different textures.<br>I can tear paper (long, short, thick, thin). | <b>Knowledge</b><br>I know how to balance boxes.<br><b>Skills</b><br>I can share resources.<br>I can make my own sculpture.                                    | <b>Knowledge</b><br>I name objects I can use in natural Art.<br><b>Skills</b><br>I can create natural art using petals, sticks, stones etc.<br>I can create 3D forms using a range of moulds/ wet and dry sand.                   | <b>Knowledge</b><br>I can name different types of pattern.<br><b>Skills</b><br>I can create patterns in collage.                                                                                |
| <b>Design and<br/>Technology<br/>(Expressive<br/>Arts and<br/>Design)</b> | <b>0-18 months</b>                                                                                                                 | I can use my senses to play with toys.                                                                                                                                               | I can push shapes through a shape sorter.                                                                                                                                          | I can press buttons on toys.                                                                                                                                                        | I can attempt to stack blocks.                                                                                                                                 | I can push toys along.<br>I can pull toys along.                                                                                                                                                                                  | I can put toys into a container.                                                                                                                                                                |
|                                                                           | <b>18 months</b>                                                                                                                   | I can construct/ build with toys.                                                                                                                                                    | I can play with paper.                                                                                                                                                             | I can play with card.                                                                                                                                                               | I can play with blocks.                                                                                                                                        | I can play with junk materials.                                                                                                                                                                                                   | I can manipulate play dough.                                                                                                                                                                    |
|                                                                           | <b>2-3 years</b>                                                                                                                   | I can use my imagination.<br>I can decide what to do with materials.                                                                                                                 | I can use glue with a glue stick.                                                                                                                                                  | I can make a model with card.<br>I can make a model with offcuts of fabric.                                                                                                         | I can make a model with blocks.                                                                                                                                | I can make my own model with junk.<br>I can make a model with materials of different textures.                                                                                                                                    | I can make a model with clay.<br>I can make a model with soft wood.<br>I know the names of some materials (e.g wood, card, paper, clay).                                                        |
|                                                                           | <b>Developing,<br/>planning and<br/>communicatin<br/>g ideas<br/>3-4 years</b>                                                     | <b>Skills</b><br>I can use my imagination as I consider what I can do with different materials.<br>I can build an animal home.                                                       | <b>Skills</b><br>I can fit together and take apart construction kits.                                                                                                              | <b>Skills</b><br>I can build a castle.<br>I can work with others to develop and realise creative ideas.                                                                             | <b>Skills</b><br>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.      | <b>Skills</b><br>I can construct with a range of materials.                                                                                                                                                                       | <b>Skills</b><br>I can chooses the things I want to use to develop my own ideas.                                                                                                                |
|                                                                           | <b>Working with<br/>tools,<br/>equipment,<br/>materials and<br/>components to<br/>make quality<br/>products<br/><br/>3-4 years</b> | <b>Skills</b><br>I can make simple models which express my ideas.                                                                                                                    | <b>Skills</b><br>I can build blocks/ create dens.<br>I can explore different materials freely, combining in different ways to develop my ideas.                                    | <b>Skills</b><br>I can build with large and small blocks.                                                                                                                           | <b>Skills</b><br>I can create environments with construction.                                                                                                  | <b>Skills</b><br>I can build systems – roads/ pathways.                                                                                                                                                                           | <b>Skills</b><br>I can safely use different things like scissors, masking tape, sticky tape, hole punches, hammers and string to join and fix things together.                                  |
| <b>Music<br/>(Expressive<br/>Arts and<br/>Design )</b>                    | <b>0-18 months</b>                                                                                                                 | I can show attention to sounds and music.                                                                                                                                            | I can move my arms and legs in response to sounds.                                                                                                                                 | I can anticipate phrases and actions in rhymes and songs, like 'Peepo'.                                                                                                             | I can 'connect' to a piece of music.                                                                                                                           | I can explore my voice.                                                                                                                                                                                                           | I enjoy making sounds with a shaker/ rattle.                                                                                                                                                    |
|                                                                           | <b>18 months</b>                                                                                                                   | I can move and dance to music.<br>I can listen to music with different:<br>dynamics (loud/quiet)                                                                                     | I can listen to music with different:<br>Tempo (fast/slow).                                                                                                                        | I can explore sound makers.                                                                                                                                                         | I can listen to music with different:<br>Pitch (high/low).                                                                                                     | I can make rhythmical and repetitive sounds.<br>I can clap to music with a strong beat.                                                                                                                                           | I can listen to music with different:<br>Rhythms (pattern of sound).                                                                                                                            |
|                                                                           | <b>2-3 years</b>                                                                                                                   | I know that natural objects and everyday items can be used to make sounds.                                                                                                           | I can join in with songs and rhymes making some sounds and joining with actions.                                                                                                   | I can echo a rhythm (pattern of sound) with my body.                                                                                                                                | I can join in songs for routines of the day (e.g washing hands/ tidy up time).<br>Enjoy and take part in action songs, such as 'twinkle, twinkle little star.' | I know the words, melody and actions of some songs by heart.<br>I know a song in a different language.<br>I know a song from another country.                                                                                     | I can explore instruments (and play them in different ways).<br>I can play music with different:<br>dynamics (loud/quiet)<br>Tempo (fast/slow).<br>Pitch (high/low).                            |

|                                                |                            |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                             |
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|                                                | <b>Music<br/>3-4 years</b> | <b>Skills</b><br>I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.<br>I enjoy moving to music.<br>I enjoy making sounds 'music' with instruments.<br>I can create sounds in water play.                                                                              | <b>Skills</b><br>I listen to sounds and describe what I can hear.<br>I can clap syllables from words.<br>I can tap them on an instrument.<br>I can sing songs remembering words and actions.<br>Encourage children to use 'singing' not 'shouting' voice.<br>I can listen and respond to sounds and music.<br>I can sing a simple song beginning to sing the pitch of a tone sung by another person ('pitch match').<br>I can listen to music and make my own dances in response. | <b>Skills</b><br>Chinese music and composition<br>I can listen whilst moving to music.<br>I can listen whilst drawing.<br>Shadow Puppets<br>I can play sound matching games.<br>I can sing the pitch and tone sung by another person. | <b>Skills</b><br>I can sing a simple song from memory.<br>I can clap or tap the pulse of a song on an instrument.<br>I can learn a traditional African song and dance and perform it.<br>I can move to music with ribbons and streamers.        | <b>Skills</b><br>I can sing the melodic shape of familiar songs.<br>I can sing the pitch of a tone sung by another person ('pitch match'). Sing slowly so they can copy. Use songs with and without words.<br>I can play instruments with increasing control to express feelings and ideas.<br>I can use musical apps on tablets.<br>I can play sound matching games.<br>I can improvise my own song around one I know.<br>Record and share musical creations. | <b>Skills</b><br>I can engage in music making and dance, performing my piece solo or in groups.             |
| <b>Drama<br/>(Expressive Arts and Design )</b> | <b>18 months</b>           | I can pretend that one object represents another. e.g, a wooden block held to the ear as if it is a phone.                                                                                                                                                                                            | I can pretend that one object represents another. e.g, a wooden block held to the ear as if it is a phone.                                                                                                                                                                                                                                                                                                                                                                        | I can pretend that one object represents another. e.g, a wooden block held to the ear as if it is a phone.                                                                                                                            | I can pretend that one object represents another. e.g, a wooden block held to the ear as if it is a phone.                                                                                                                                      | I can pretend that one object represents another. e.g, a wooden block held to the ear as if it is a phone.                                                                                                                                                                                                                                                                                                                                                     | I can pretend that one object represents another. e.g, a wooden block held to the ear as if it is a phone.  |
|                                                | <b>2-3 years</b>           | I am starting to develop 'pretend play'. e.g feeding a baby in the home corner and singing the baby a song.                                                                                                                                                                                           | I am starting to develop 'pretend play'. e.g feeding a baby in the home corner and singing the baby a song.                                                                                                                                                                                                                                                                                                                                                                       | I am starting to develop 'pretend play'. e.g feeding a baby in the home corner and singing the baby a song.                                                                                                                           | I am starting to develop 'pretend play'. e.g feeding a baby in the home corner and singing the baby a song.                                                                                                                                     | I am starting to develop 'pretend play'. e.g feeding a baby in the home corner and singing the baby a song.                                                                                                                                                                                                                                                                                                                                                    | I am starting to develop 'pretend play'. e.g feeding a baby in the home corner and singing the baby a song. |
|                                                | <b>Drama<br/>3-4 years</b> | <b>Skills</b><br>I am starting to develop pretend play and role play, pretending that one object represents another e.g, I hold a wooden block to my ear and pretend it's a phone./ pinecones for pasta in the home corner.<br>I can work together with others to develop and realise creative ideas. | <b>Skills</b><br>I can use role play in the home corner or small world.<br>I can role play parties and celebrations.<br>I can use story maps, props, puppets & story bags to retell, invent and adapt stories.<br>I can role-play in water play e.g firefighter, plumber, laundry.                                                                                                                                                                                                | <b>Skills</b><br>I can watch and talk about dance, expressing my feelings and responses.                                                                                                                                              | <b>Skills</b><br>I can dress up in different costumes to explore other countries.<br>I can use a wide range of props for play with imagination.<br>I can develop complex stories using small world equipment like animal sets and dolls houses. | <b>Skills</b><br>I can watch performance Art and express my feelings and responses.                                                                                                                                                                                                                                                                                                                                                                            | <b>Skills</b><br>I can invent my own narratives, stories and poems.                                         |