

<u>\Subjects/Terms</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	<u>Summer 1</u>	Summer 2
PRIME AREAS OF	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	<u>Cornerstones Topic</u>	<u>Cornerstones Topic</u>	
PRIME AREAS OF LEARNING PSHE- Making relationships	WHY DO YOU LOVE ME SO MUCH? OUTDOOR LEARNING Knowledge of location Nursery To know the name of our school, village and town. Reception To know the name of the road they live on and the name of the church next to school Orientation skills Nursery Begin to use directional Language Use locational and directional language Reception Use maps and atlases to identify UK	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST? OUTDOOR LEARNING Knowledge of location Nursery To know the name of our school, village and town. Reception To know the name of the road they live on and the name of the church next to school Orientation skills Nursery Begin to use directional Language Use locational and directional language Reception Use maps and atlases to identify UK	ARE EGGS ALIVE? OUTDOOR LEARNING Chickens and ducks Observe and handle chickens and ducks within school grounds. Name parts of the birds To know that birds hatch from eggs Observe and handle chickens and ducks within school grounds. To know what the ducks and chickens eat and basic care needs of water, shelter and food. Birds To be able to name common birds found in Hartlepool To be able to name common birds found in Britain Farming To understand what animals live on a farm To understand what animals live on a farm and how they are looked after	WHY IS WATER WET? OUTDOOR LEARNING Outdoor survival skills To know how to create shelters/dens in the outdoor environment To create dens that survive the water test whilst sitting inside! To begin to understand how to dress appropriately	WHAT IS A SHADOW ?
	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	SEASONA Trees, & p To know the names of To know the names of c Plant gro To participate in pla	R LEARNING AL THEMES flowers blants f some common flowers common trees and flowers ing and bwing nting seeds and bulbs. s and looking after them eg by watering EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 Initiates conversation, attends to and takes account of what others say	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 Initiates conversation, attends to and takes account of what others say	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 Initiates conversation, attends to and takes account of what others say	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 Initiates conversation, attends to and takes account of what others say	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 Initiates conversation, attends to and takes account of what others say	30-50 Plays in a group extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others say or do Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 Initiates conversation, attends to and takes account of what others say



	Explains own knowledge and understanding	Explains own knowledge and understanding	Explains own knowledge and understanding	Explains own knowledge and understanding	Explains own knowledge and understanding	Explains own knowledge and understanding
	and asks appropriate questions of others Take steps to resolve conflicts with other	and asks appropriate questions of others Take steps to resolve conflicts with other	and asks appropriate questions of others Take steps to resolve conflicts with other	and asks appropriate questions of others Take steps to resolve conflicts with other	and asks appropriate questions of others Take steps to resolve conflicts with other	and asks appropriate questions of others Take steps to resolve conflicts with other
	children.	children.	children.	children.	children.	children.
	ELG	ELG	ELG	ELG	ELG	ELG
	Children play cooperatively, taking turns with	Children play cooperatively, taking turns with	Children play cooperatively, taking turns with	Children play cooperatively, taking turns with	Children play cooperatively, taking turns with	Children play cooperatively, taking turns with
	others. They take account of one another's	others. They take account of one another's	others. They take account of one another's	others. They take account of one another's	others. They take account of one another's	others. They take account of one another's
	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and	ideas about how to organise their activity. They show sensitivity to others' needs and
	feelings and form positive relationships with	feelings and form positive relationships with	feelings and form positive relationships with	feelings and form positive relationships with	feelings and form positive relationships with	feelings and form positive relationships with
	adults and other children.	adults and other children.	adults and other children.	adults and other children.	adults and other children.	adults and other children.
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING
	Play group games	Play group games	Play group games	Play group games	Play group games	Play group games
	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through	Understands someone else point of view Resolves minor disagreements through
	listening to each other to come up with a fair	listening to each other to come up with a fair	listening to each other to come up with a fair	listening to each other to come up with a fair	listening to each other to come up with a fair	listening to each other to come up with a fair
	solution	solution	solution	solution	solution	solution
	Understands what bullying is and that is	Understands what bullying is and that is	Understands what bullying is and that is	Understands what bullying is and that is	Understands what bullying is and that is	Understands what bullying is and that is
	unacceptable behaviour	unacceptable behaviour	unacceptable behaviour	unacceptable behaviour	unacceptable behaviour	unacceptable behaviour
	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by	Skill coverage Develop positive relationships by
	challenging negative comments and	challenging negative comments and	challenging negative comments and	challenging negative comments and	challenging negative comments and	challenging negative comments and
	actions towards either peers or adults.	actions towards either peers or adults.	actions towards either peers or adults.	actions towards either peers or adults.	actions towards either peers or adults.	actions towards either peers or adults.
	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends	Choose to play with a variety of friends
	from all backgrounds, so that everybody	from all backgrounds, so that everybody	from all backgrounds, so that everybody	from all backgrounds, so that everybody	from all backgrounds, so that everybody	from all backgrounds, so that everybody
	in the group experiences being included.	in the group experiences being included.	in the group experiences being included.	in the group experiences being included.	in the group experiences being included.	in the group experiences being included.
	Understand the feelings of others by	Understand the feelings of others by	Understand the feelings of others by	Understand the feelings of others by	Understand the feelings of others by	Understand the feelings of others by
	labelling emotions such as sadness,	labelling emotions such as sadness,	labelling emotions such as sadness,	labelling emotions such as sadness,	labelling emotions such as sadness,	labelling emotions such as sadness,
	happiness, feeling cross, lonely, scared	happiness, feeling cross, lonely, scared	happiness, feeling cross, lonely, scared	happiness, feeling cross, lonely, scared	happiness, feeling cross, lonely, scared	happiness, feeling cross, lonely, scared
	or worried.	or worried.	or worried.	or worried.	or worried.	or worried.
	Seek help or check information.	Seek help or check information.	Seek help or check information.	Seek help or check information.	Seek help or check information.	Seek help or check information.
	Listen to each other and explain their actions.	Listen to each other and explain their actions.	Listen to each other and explain their actions.	Listen to each other and explain their actions.	Listen to each other and explain their actions.	Listen to each other and explain their actions.
						Kay Vocabulary
						Key Vocabulary
PSHE- Self	Cornerstones Topic	<u>Cornerstones Topic</u>	<u>Cornerstones Topic</u>	Cornerstones Topic	<u>Cornerstones Topic</u>	Key Vocabulary Cornerstones Topic
PSHE- Self	Cornerstones Topic WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR	<u>Cornerstones Topic</u> <u>DID DRAGONS EXIST?</u>	Cornerstones Topic ARE EGGS ALIVE?	Cornerstones Topic WHY IS WATER WET?	
	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	<u>Cornerstones Topic</u> <u>WHAT IS A SHADOW ?</u>
Confidence and		WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST? EARLY YEARS DEVELOPMENT MATTERS	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	Cornerstones Topic WHAT IS A SHADOW ? EARLY YEARS DEVELOPMENT MATTERS
Confidence and	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	Cornerstones Topic
Confidence and	WHY DO YOU LOVE ME SO MUCH? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	DID DRAGONS EXIST? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	ARE EGGS ALIVE? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	WHY IS WATER WET? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	Cornerstones Topic WHAT IS A SHADOW ? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help
PSHE- Self Confidence and Self awareness	WHY DO YOU LOVE ME SO MUCH? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help Welcomes and praises for what they have	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help Welcomes and praises for what they have	DID DRAGONS EXIST? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help Welcomes and praises for what they have	ARE EGGS ALIVE? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help Welcomes and praises for what they have	WHY IS WATER WET? EARLY YEARS DEVELOPMENT MATTERS 30-50	Cornerstones Topic WHAT IS A SHADOW ? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help Welcomes and praises for what they have
Confidence and	WHY DO YOU LOVE ME SO MUCH? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	DID DRAGONS EXIST? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	ARE EGGS ALIVE? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	WHY IS WATER WET? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help	Cornerstones Topic WHAT IS A SHADOW ? EARLY YEARS DEVELOPMENT MATTERS 30-50 Selects and uses activities and resources with help



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	Is more outgoing towards unfamiliar people	Is more outgoing towards unfamiliar people	Is more outgoing towards unfamiliar people	Is more outgoing towards unfamiliar people	Is more outgoing towards unfamiliar people	Is more outgoing towards unfamiliar people
	and more confident in new social situations Confident to talk to other children when	and more confident in new social situations Confident to talk to other children when	and more confident in new social situations Confident to talk to other children when	and more confident in new social situations Confident to talk to other children when	and more confident in new social situations Confident to talk to other children when	and more confident in new social situations Confident to talk to other children when
	playing and will communicate freely about	playing and will communicate freely about	playing and will communicate freely about	playing and will communicate freely about	playing and will communicate freely about	playing and will communicate freely about
	home and community	home and community	home and community	home and community	home and community	home and community
	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>
	Confident to speak to others about own	Confident to speak to others about own	Confident to speak to others about own	Confident to speak to others about own	Confident to speak to others about own	Confident to speak to others about own
	needs wants interests and opinions Describes self in positive terms and talk about	needs wants interests and opinions Describes self in positive terms and talk about	needs wants interests and opinions Describes self in positive terms and talk about	needs wants interests and opinions Describes self in positive terms and talk about	needs wants interests and opinions Describes self in positive terms and talk about	needs wants interests and opinions Describes self in positive terms and talk ab
	abilities	abilities	abilities	abilities	abilities	abilities
	Chooses equipment necessary to complete a	Chooses equipment necessary to complete a	Chooses equipment necessary to complete a	Chooses equipment necessary to complete a	Chooses equipment necessary to complete a	Chooses equipment necessary to complete
	task	task	task	task	task	task
	ELG Children are confident to try new activities	ELG Children are confident to try new activities	ELG Children are confident to try new activities	ELG Children are confident to try new activities	ELG Children are confident to try new activities	ELG Children are confident to try new activitie
	and say why they like some activities more	and say why they like some activities more	and say why they like some activities more	and say why they like some activities more	and say why they like some activities more	and say why they like some activities mor
	than others.	than others.	than others.	than others.	than others.	than others.
	They are confident to speak in a familiar	They are confident to speak in a familiar	They are confident to speak in a familiar	They are confident to speak in a familiar	They are confident to speak in a familiar	They are confident to speak in a familiar
	group, will talk about their ideas and will	group, will talk about their ideas and will	group, will talk about their ideas and will	group, will talk about their ideas and will	group, will talk about their ideas and will	group, will talk about their ideas and will
	choose the resources they need for their	choose the resources they need for their	choose the resources they need for their	choose the resources they need for their	choose the resources they need for their	choose the resources they need for their
	chosen activities. They say when they do or don't need help	chosen activities. They say when they do or don't need help	chosen activities. They say when they do or don't need help	chosen activities. They say when they do or don't need help	chosen activities. They say when they do or don't need help	chosen activities. They say when they do or don't need help
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING
	Resourceful in finding support when they	Resourceful in finding support when they	Resourceful in finding support when they	Resourceful in finding support when they	Resourceful in finding support when they	Resourceful in finding support when they
	need help or information	need help or information	need help or information	need help or information	need help or information	need help or information
	Talks about the plans they have made to	Talks about the plans they have made to	Talks about the plans they have made to	Talks about the plans they have made to	Talks about the plans they have made to	Talks about the plans they have made to
	carry out activities and what they might	carry out activities and what they might	carry out activities and what they might	carry out activities and what they might	carry out activities and what they might	carry out activities and what they might
	change if they were to repeat them.	change if they were to repeat them.	change if they were to repeat them. Confident to speak to a class group.	change if they were to repeat them. Confident to speak to a class group.	change if they were to repeat them.	change if they were to repeat them.
Confident to speak to a class group.	Talks about the things they enjoy and are	Confident to speak to a class group. Talks about the things they enjoy and are	Talks about the things they enjoy and are	Talks about the things they enjoy and are	Confident to speak to a class group. Talks about the things they enjoy and are	Confident to speak to a class group. Talks about the things they enjoy and are
	good at and about the things they don't find	good at and about the things they don't find	good at and about the things they don't find	good at and about the things they don't find	good at and about the things they don't find	good at and about the things they don't f
	easy	easy	easy	easy	easy	easy
	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	Use and care for materials and use them independently	Use and care for materials and use them independently	Use and care for materials and use them independently	Use and care for materials and use them independently	Use and care for materials and use them independently	Use and care for materials and use them independently
	Explore and talk about what they are learning, valuing their ideas and ways of doing things.	Explore and talk about what they are learning, valuing their ideas and ways of doing things.	Explore and talk about what they are learning, valuing their ideas and ways of doing things.	Explore and talk about what they are learning, valuing their ideas and ways of doing things.	Explore and talk about what they are learning, valuing their ideas and ways of doing things.	Explore and talk about what they are learning, valuing their ideas and ways doing things.
	Offer help with activities when asked but not before.	Offer help with activities when asked but not before.	Offer help with activities when asked but not before.	Offer help with activities when asked but not before.	Offer help with activities when asked but not before.	Offer help with activities when asked but not before.
	Feel confident.					
	Feel good about their own success,					
						Key Vocabulary
SHE- Managing	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic



3030-5030-50Aware of own feelings, and knows that some actions and words can hurt others feelings is to accept the needs of others and can take turns and share resources sometimes with support from others30-5030-50Begins to accept the needs of others and can take turns and share resources sometimes with support from others30-5030-50Bually tolerates delay when needs are not immediately met, and understands wishes may not always be metUsually tolerates delay when needs are not immediately met, and understands wishes may not always be metUsually adapts behaviour to different events, social situations and changes in routineUsually adapts behaviour to different events, social situations and changes in routineUsually adapts behaviour to different events, social situations and changes in routineUsually adapts behaviour to different events, social situations and changes in routineUsually adapts behaviour to different events, social situations and changes in routineUsually adapts behaviour to different events, social situations and changes in routineUsually social situations and changes in routineUsually social situations and changes in routine40-60Understands that own actions affect other peopleDifferent tevents, social situations and that own actions affect other peopleUnderstands that own actions affect other people20ELGChildren talk about how they and others show feelings, talk about their own and our tex behaviour and its consequences and how that some behaviour and its consequences and how that some behaviour and its consequences and how to achieve an outcome without aduit how to achieve an outcome without aduit how to	ware of own feeli ctions and words egins to accept the ake turns and share ith support from sually tolerates de nmediately met, a hay not always be sually adapts behocial situations an <u>0-60</u> inderstands that of eople ware of the boun ehavioural expect egins to be able to roblems without a <u>LG</u> hildren talk about how feelings, talk thers behaviour a now that some be hey work as part p inderstand and fol hey adjust their b tuations and take tride <u>XCEDDING</u> nows some ways ind begins to use to istens to each oth ow to achieve an
Skill coverage Skill coverage Skill coverage	kill coverage
	lanage your ow
eling a bit angry and I need to calm feeling a bit angry and I need to calm feeling a bit angry and I need to calm feeling	eeling a bit angr own, so l'm goi
tter when they are sad or cross. better when they are sad or cross. better when they are sad or cross.	deas on what m etter when they
	how concern ar ving things and
	stablish routine
anage your own feelings, e.g. 'I'm eling a bit angry and I need to calm wn, so I'm going to'Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to'Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to'eas on what might make people feel tter when they are sad or cross.Ideas on what might make people feel better when they are sad or cross.Ideas on what might make people feel better when they are sad or cross.Ideas on cross.ow concern and respect for others,Show concern and respect for others,Show concern and respect for others,Show concern and respect for others,	'I'm M calm fe ole feel Id ss. be thers, Sh nt. liv

RS DEVELOPMENT MATTERS

S DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
eelings, and knows that some rds can hurt others feelings t the needs of others and can share resources sometimes om others is delay when needs are not et, and understands wishes be met behaviour to different events, s and changes in routine at own actions affect other boundaries set, and of bectations in the setting le to negotiate and solve int aggression bout how they and others alk about their own and ur and its consequences and e behaviour is unacceptable. art pf a group or class, and I follow their rules. ir behaviour to different ake changes of routine in their ays to manage their feelings se these to maintain control other's suggestions and plan an outcome without adult and how to stand up for s before acting and waits for it	30-50 Aware of own feelings, and knows that some actions and words can hurt others feelings Begins to accept the needs of others and can take turns and share resources sometimes with support from others Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met Usually adapts behaviour to different events, social situations and changes in routine 40-60 Understands that own actions affect other people Aware of the boundaries set, and of behavioural expectations in the setting Begins to be able to negotiate and solve problems without aggression ELG Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable. They work as part pf a group or class, and understand and follow their rules. They adjust their behaviour to different situations and take changes of routine in their stride EXCELLING Knows some ways to manage their feelings and begins to use these to maintain control Listens to each other's suggestions and plan how to achieve an outcome without adult help Knows when and how to stand up for themselves Stops and thinks before acting and waits for things they want
	Skill coverage
own feelings, e.g. 'l'm ngry and I need to calm going to' : might make people feel	Manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to' Ideas on what might make people feel
hey are sad or cross.	better when they are sad or cross.
and respect for others, nd the environment.	Show concern and respect for others, living things and the environment.
ines with predictable d events.	Establish routines with predictable sequences and events.



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	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with changes that may occur in the routine.	Can cope with cha the routine.
	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to problems and conflicts.	Find solutions to p
	Show a care for the environment.	Show a care for the environment.	Show a care for the environment.	Show a care for the environment.	<mark>Show a care for th</mark>
	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair.	Talk about fair and children's feelings how we can make
	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issues from the viewpoint of others.	Think about issue: others.
	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Top
COMMUNICATION	WHY DO YOU LOVE ME SO MUCH?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS
AND LANGUAGE –		BREAKFAST?	<u></u>		
Listening and	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DE
attention	 30-50 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. EXCEEDING Children listen to instructions and follow 	 30-50 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. EXCEEDING Children listen to instructions and follow 	 30-50 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. EXCEEDING Children listen to instructions and follow 	 30-50 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	30-50 Listens to others of groups, when con them. Listens to stories we attention and reca Joins in with repeat anticipates key ev rhymes and storie Focusing attention can shift own atter Is able to follow of intently focused of 40-60 Maintains attentio sits quietly during Two-channelled a and do for short s ELG Children listen att situations. They listen to stor anticipating key ev what they hear wi questions or actio They give their att say and respond a engaged in anothe EXCEEDING Children listen to for

changes that may occur in	Can cope with changes that may occur in the routine.
o problems and conflicts.	Find solutions to problems and conflicts.
the environment.	Show a care for the environment.
and unfair situations, ngs about fairness, and	Talk about fair and unfair situations, children's feelings about fairness, and
ike things fair.	how we can make things fair.
ues from the viewpoint of	Think about issues from the viewpoint of others.
opic	Cornerstones Topic
IS WATER WET?	<u>WHAT IS A SHADOW ?</u>
DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
rs one to one or in small onversation interests	<u>30-50</u> Listens to others one to one or in small groups, when conversation interests them.
es with increasing ecall.	Listens to stories with increasing attention and recall.
peated refrains and events and phrases in	Joins in with repeated refrains and anticipates key events and phrases in
ries.	rhymes and stories.
ion – still listen or do, but ttention.	Focusing attention – still listen or do, but can shift own attention.
w directions (if not d on own	Is able to follow directions (if not intently focused on own
ntion, concentrates and ng appropriate activity. d attention – can listen t span.	
attentively in a range of	
tories, accurately v events and respond to	
•	
with relevant comments, tions.	
with relevant comments,	



	them accurately, asking for clarification if necessary	them accurately, asking for clarification if necessary	them accurately, asking for clarification if necessary	them accurately, asking for clarification if necessary	them accurately if necessary
	They listen attentively with sustained	They listen attentively with sustained	They listen attentively with sustained	They listen attentively with sustained	They listen atte
	concentration to follow a story without	concentration to follow a story without	concentration to follow a story without	concentration to follow a story without	concentration t
	pictures or props and can listen in a	pictures or props and can listen in a	pictures or props and can listen in a	pictures or props and can listen in a	pictures or prop
	larger group for example at assembly.	larger group for example at assembly.	larger group for example at assembly.	larger group for example at assembly.	larger group for
	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	(see core coverage)	(see core coverage)	(see core coverage)	(see core coverage)	(see
	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones T
COMMUNICATION					
AND LANGUAGE –	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	<u>WHY I</u>
UNDERSTANDING	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DE
ONDERSTANDING	30-50	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>
	Understands use of objects (e.g. "What	Understands use of objects (e.g. "What	Understands use of objects (e.g. "What	Understands use of objects (e.g. "What	Understands us
	do we use to cut things?')	do we use to cut things?')	do we use to cut things?')	do we use to cut things?')	do we use to cu
	Shows understanding of prepositions	Shows understanding of prepositions	Shows understanding of prepositions	Shows understanding of prepositions	Shows understa
	such as 'under', 'on top', 'behind' by carrying out an action or selecting	such as 'under', 'on top', 'behind' by carrying out an action or selecting	such as 'under', 'on top', 'behind' by carrying out an action or selecting	such as 'under', 'on top', 'behind' by carrying out an action or selecting	such as 'under', carrying out an
	correct picture.	correct picture.	correct picture.	correct picture.	correct picture.
	Responds to simple instructions, e.g. to	Responds to simple instructions, e.g. to	Responds to simple instructions, e.g. to	Responds to simple instructions, e.g. to	Responds to sim
	get or put away an object.	get or put away an object.	get or put away an object.	get or put away an object.	get or put away
	Beginning to understand 'why' and	Beginning to understand 'why' and	Beginning to understand 'why' and	Beginning to understand 'why' and	Beginning to un
	'how' questions.	'how' questions.	'how' questions.	'how' questions.	'how' questions
	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>
	Responds to instructions involving a	Responds to instructions involving a	Responds to instructions involving a	Responds to instructions involving a	Responds to ins
	two-part sequence. Understands	two-part sequence. Understands	two-part sequence. Understands	two-part sequence. Understands	two-part seque
	humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures	humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures	humour, e.g. nonsense rhymes, jokes.	humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures	humour, e.g. no Able to follow a
	or props.	or props.	Able to follow a story without pictures or props.	or props.	or props.
	Listens and responds to ideas expressed	Listens and responds to ideas expressed	Listens and responds to ideas expressed	Listens and responds to ideas expressed	Listens and resp
	by others in conversation or discussion.	by others in conversation or discussion.	by others in conversation or discussion.	by others in conversation or discussion.	by others in con
	ELG	ELG	ELG	ELG	ELG
	Children follow instructions involving	Children follow instructions involving	Children follow instructions involving	Children follow instructions involving	Children follow
	several ideas or actions.	several ideas or actions.	several ideas or actions.	several ideas or actions.	several ideas or
	They answer 'how' and 'why' questions	They answer 'how' and 'why' questions	They answer 'how' and 'why' questions	They answer 'how' and 'why' questions	They answer 'ho
	about their experiences and in response	about their experiences and in response	about their experiences and in response	about their experiences and in response	about their exp
	to stories or events	to stories or events	to stories or events	to stories or events	to stories or eve
	EXCEEDING	EXCEEDING After listening to stories children can	EXCEEDING	EXCEEDING After listening to stories children can	EXCEEDING
	After listening to stories children can	express views about events or	After listening to stories children can	express views about events or	After listening to express views a
	express views about events or characters in the story and answer	characters in the story and answer	express views about events or characters in the story and answer	characters in the story and answer	characters in th
	questions about why things happened.	questions about why things happened.	questions about why things happened.	questions about why things happened.	questions about
	They can carry out instructions which	They can carry out instructions which	They can carry out instructions which	They can carry out instructions which	They can carry o
	contain several parts in a sequence	contain several parts in a sequence	contain several parts in a sequence	contain several parts in a sequence	contain several
	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	1	1		1	1

ly, asking for clarification	
entively with sustained to follow a story without ps and can listen in a or example at assembly.	
	Skill coverage
e core coverage)	(see core coverage)
	Key Vocabulary
Topic	Cornerstones Topic
IS WATER WET?	WHAT IS A SHADOW ?
EVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS 30-50
se of objects (e.g. "What	Understands use of objects (e.g. "What
ut things?')	do we use to cut things?')
anding of prepositions	Shows understanding of prepositions
', 'on top', 'behind' by	such as 'under', 'on top', 'behind' by
action or selecting	carrying out an action or selecting
mple instructions, e.g. to	correct picture. Responds to simple instructions, e.g. to
y an object.	get or put away an object.
nderstand 'why' and	Beginning to understand 'why' and
IS.	'how' questions.
stand the stand to be the stand	<u>40-60</u>
structions involving a ence. Understands	Responds to instructions involving a two-part sequence. Understands
onsense rhymes, jokes.	humour, e.g. nonsense rhymes, jokes.
a story without pictures	Able to follow a story without pictures
	or props.
ponds to ideas expressed	Listens and responds to ideas expressed
nversation or discussion.	by others in conversation or discussion. ELG
v instructions involving	Children follow instructions involving
r actions.	several ideas or actions.
now' and 'why' questions	They answer 'how' and 'why' questions
periences and in response	about their experiences and in response
<mark>ents</mark>	<mark>to stories or events</mark> EXCEEDING
to stories children can	After listening to stories children can
about events or	express views about events or
he story and answer	characters in the story and answer
ut why things happened.	questions about why things happened.
out instructions which I parts in a sequence	They can carry out instructions which contain several parts in a sequence
i parts in a sequence	Skill coverage
	1 I



	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones To
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	<u>WHY IS</u>
COMMUNICATION		BREAKFAST?			
AND LANGUAGE-	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS
SPEAKING	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>
SPEAKING	Beginning to use more complex	Beginning to use more complex	Beginning to use more complex	Beginning to use more complex	Beginning to use
	sentences to link thoughts (e.g. using	sentences to link thoughts (e.g. using	sentences to link thoughts (e.g. using	sentences to link thoughts (e.g. using	sentences to lini
	and, because). Can retell a simple past event in correct	and, because).	and, because). Can retell a simple past event in correct	and, because). Can retell a simple past event in correct	and, because). Can retell a simp
	order (e.g. went down slide, hurt finger).	Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	order (e.g. went down slide, hurt finger).	order (e.g. went down slide, hurt finger).	order (e.g. went
	Uses talk to connect ideas, explain what	Uses talk to connect ideas, explain what	Uses talk to connect ideas, explain what	Uses talk to connect ideas, explain what	Uses talk to con
	is happening and anticipate what might	is happening and anticipate what might	is happening and anticipate what might	is happening and anticipate what might	is happening an
	happen next, recall and relive past	happen next, recall and relive past	happen next, recall and relive past	happen next, recall and relive past	happen next, re
	experiences.	experiences.	experiences.	experiences.	experiences.
	Questions why things happen and gives	Questions why things happen and gives	Questions why things happen and gives	Questions why things happen and gives	Questions why t
	explanations. Asks e.g. who, what, when, how.	explanations. Asks e.g. who, what,	explanations. Asks e.g. who, what, when, how.	explanations. Asks e.g. who, what, when, how.	explanations. As when, how.
	Uses a range of tenses (e.g. play,	when, how. Uses a range of tenses (e.g. play,	Uses a range of tenses (e.g. play,	Uses a range of tenses (e.g. play,	Uses a range of
	playing, will play, played).	playing, will play, played).	playing, will play, played).	playing, will play, played).	playing, will play
	Uses intonation, rhythm and phrasing to	Uses intonation, rhythm and phrasing to	Uses intonation, rhythm and phrasing to	Uses intonation, rhythm and phrasing to	Uses intonation
	make the meaning clear to others.	make the meaning clear to others.	make the meaning clear to others.	make the meaning clear to others.	make the mean
	Uses vocabulary focused on objects and	Uses vocabulary focused on objects and	Uses vocabulary focused on objects and	Uses vocabulary focused on objects and	Uses vocabulary
	people that are of particular importance	people that are of particular importance	people that are of particular importance	people that are of particular importance	people that are
	to them. Builds up vocabulary that reflects the	to them.	to them. Builds up vocabulary that reflects the	to them. Builds up vocabulary that reflects the	to them. Builds up vocab
	breadth of their experiences.	Builds up vocabulary that reflects the breadth of their experiences.	breadth of their experiences.	breadth of their experiences.	breadth of their
	Uses talk in pretending that objects	Uses talk in pretending that objects	Uses talk in pretending that objects	Uses talk in pretending that objects	Uses talk in pret
	stand for something else in play, e,g,	stand for something else in play, e,g,	stand for something else in play, e,g,	stand for something else in play, e,g,	stand for somet
	'This box is my castle.'	'This box is my castle.'	'This box is my castle.'	'This box is my castle.'	'This box is my o
	<u>40-60</u>	<u>40-60</u>	40-60	<u>40-60</u>	<u>40-60</u>
	Extends vocabulary, especially by	Extends vocabulary, especially by	Extends vocabulary, especially by	Extends vocabulary, especially by	Extends vocabu
	grouping and naming, exploring the meaning and sounds of new words.	grouping and naming, exploring the	grouping and naming, exploring the meaning and sounds of new words.	grouping and naming, exploring the meaning and sounds of new words.	grouping and na meaning and so
	Uses language to imagine and recreate	meaning and sounds of new words. Uses language to imagine and recreate	Uses language to imagine and recreate	Uses language to imagine and recreate	Uses language t
	roles and experiences in play situations.	roles and experiences in play situations.	roles and experiences in play situations.	roles and experiences in play situations.	roles and experi
	Links statements and sticks to a main	Links statements and sticks to a main	Links statements and sticks to a main	Links statements and sticks to a main	Links statement
	theme or intention.	theme or intention.	theme or intention.	theme or intention.	theme or intent
	Uses talk to organise, sequence and	Uses talk to organise, sequence and	Uses talk to organise, sequence and	Uses talk to organise, sequence and	Uses talk to org
	clarify thinking, ideas, feelings and	clarify thinking, ideas, feelings and	clarify thinking, ideas, feelings and	clarify thinking, ideas, feelings and	clarify thinking,
	events.	events.	events.	events.	events.
	Introduces a storyline or narrative into their play.	Introduces a storyline or narrative into their play.	Introduces a storyline or narrative into their play.	Introduces a storyline or narrative into their play.	Introduces a sto their play.
	ELG	ELG	ELG	ELG	ELG
	Children express themselves effectively,	Children express themselves effectively,	Children express themselves effectively,	Children express themselves effectively,	Children express
	showing awareness of listeners' needs.	showing awareness of listeners' needs.	showing awareness of listeners' needs.	showing awareness of listeners' needs.	showing awarer
	They use past, present and future forms	They use past, present and future forms	They use past, present and future forms	They use past, present and future forms	They use past, p
	accurately when talking about events	accurately when talking about events	accurately when talking about events	accurately when talking about events	accurately when
	that have happened or are to happen in	that have happened or are to happen in	that have happened or are to happen in	that have happened or are to happen in	that have happe
	the future.	the future.	the future.	the future.	the future.
	They develop their own narratives and	They develop their own narratives and	They develop their own narratives and	They develop their own narratives and	They develop the

	Key Vocabulary
<u>opic</u>	Cornerstones Topic
IS WATER WET?	WHAT IS A SHADOW ?
DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
	<u>30-50</u>
e more complex	Beginning to use more complex
ık thoughts (e.g. using	sentences to link thoughts (e.g. using and, because).
ple past event in correct	Can retell a simple past event in correct
t down slide, hurt finger).	order (e.g. went down slide, hurt finger).
nnect ideas, explain what	Uses talk to connect ideas, explain what
nd anticipate what might	is happening and anticipate what might
ecall and relive past	happen next, recall and relive past
	experiences.
things happen and gives	Questions why things happen and gives
sks e.g. who, what,	explanations. Asks e.g. who, what,
tancas (a.g. play	when, how.
tenses (e.g. play, y, played).	Uses a range of tenses (e.g. play, playing, will play, played).
, rhythm and phrasing to	Uses intonation, rhythm and phrasing to
ling clear to others.	make the meaning clear to others.
y focused on objects and	Uses vocabulary focused on objects and
of particular importance	people that are of particular importance
- F	to them.
bulary that reflects the	Builds up vocabulary that reflects the
r experiences.	breadth of their experiences.
tending that objects	Uses talk in pretending that objects
thing else in play, e,g,	stand for something else in play, e,g,
castle.'	'This box is my castle.'
	<u>40-60</u>
llary, especially by	Extends vocabulary, especially by
aming, exploring the	grouping and naming, exploring the
ounds of new words.	meaning and sounds of new words.
to imagine and recreate iences in play situations.	Uses language to imagine and recreate roles and experiences in play situations.
ts and sticks to a main	Links statements and sticks to a main
tion.	theme or intention.
ganise, sequence and	Uses talk to organise, sequence and
ideas, feelings and	clarify thinking, ideas, feelings and
	<mark>events.</mark>
oryline or narrative into	Introduces a storyline or narrative into
	their play.
	<u>ELG</u>
s themselves effectively,	Children express themselves effectively,
ness of listeners' needs. present and future forms	<mark>showing awareness of listeners' needs</mark> . They use past, present and future forms
n talking about events	accurately when talking about events
ened or are to happen in	that have happened or are to happen in
	the future.
neir own narratives and	They develop their own narratives and



	explanations by connecting ideas or events. EXCEEDING Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events Skill coverage	explanations by connecting ideas or events. <u>EXCEEDING</u> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events <u>Skill coverage</u>	explanations by connecting ideas or events. <u>EXCEEDING</u> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events <u>Skill coverage</u>	explanations by connecting ideas or events. EXCEEDING Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events Skill coverage	explanations by connecting ideas or events. <u>EXCEEDING</u> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events <u>Skill coverage</u>	explanations by connecting ideas or events. <u>EXCEEDING</u> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas They use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events <u>Skill coverage</u>
	(see core coverage)	(see core coverage)	(see core coverage)	(see core coverage)	(see core coverage)	(see core coverage)
						Key Vocabulary
PHYSICAL	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
DEVELOPMENT-	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
MOVING AND HANDLING	 EARLY YEARS DEVELOPMENT MATTERS 30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name 	EARLY YEARS DEVELOPMENT MATTERS 30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name	EARLY YEARS DEVELOPMENT MATTERS 30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name	EARLY YEARS DEVELOPMENT MATTERS 30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name	EARLY YEARS DEVELOPMENT MATTERS 30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name	EARLY YEARS DEVELOPMENT MATTERS 30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools_and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name



 40-60 Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. ELG Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size 	 40-60 Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size 	 40-60 Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and small movements. They move confidently in a range of ways, safely negotiating space. 	 40-60 Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters. They move confidently in a range of ways, safely negotiating space. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size 	effectively, includi <u>EXCEEDING</u> Children can hop of time to music They hold paper in their preferred ha the correct pencil They are beginnin
They handle equipment and tools effectively, including pencils for writing <u>.</u> EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write	They handle equipment and tools effectively, including pencils for writing <u>.</u> EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write	They handle equipment and tools effectively, including pencils for writing. EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write	They handle equipment and tools effectively, including pencils for writing <u>.</u> EXCEEDING Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write	They handle equip effectively, includi <u>EXCEEDING</u> Children can hop c
<u>Skill coverage</u> <u>PE</u>	Skill coverage PE DANCE	Skill coverage PE DANCE	Skill coverage PE DANCE	<u>Skill coverage</u> <u>PE</u> <u>DANCE</u>
DANCE				

ith	different	wavs	of
			۰.

an object and lands

space successfully when ing and chasing games with ren, adjusting speed or irection to avoid obstacles. h confidence and skill around, r and through balancing and juipment.

easing control over an object patting, throwing, catching

tools to effect changes to

ols, objects, construction and naterials safely and with control.

eference for a dominant

se anticlockwise movement e vertical lines.

orm recognisable letters.

cil and holds it effectively to nisable letters, most of which ly formed<u>.</u>

ow good control and coin large and small

confidently in a range of y negotiating space. e equipment and tools including pencils for writing<u>.</u>

n hop confidently and skip in

paper in position and use rred hand for writing, using

pencil grip

eginning to be able to write d control letter size <u>40-60</u>

Experiments with different ways of moving.

Jumps off an object and lands appropriately.

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Uses simple tools to effect changes to materials.

Handles tools, objects, construction and malleable materials safely and with increasing control.

Shows a preference for a dominant hand.

Begins to use anticlockwise movement and retrace vertical lines.

Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG

Children show good control and coordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

EXCEEDING

Children can hop confidently and skip in time to music They hold paper in position and use their preferred hand for writing, using the correct pencil grip They are beginning to be able to write on lines and control letter size

<u>Skill coverage</u> <u>PE</u>

DANCE



PHYSICAL	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones To
DEVELOPMENT-	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	<u>WHY IS</u>
HEALTH AND	EADLY VEADS DEVELODMENT MATTERS	FADLY YEARS DEVELODMENT MATTERS	FARLY YEARS DEVELOPMENT MATTERS	EADLY VEADS DEVELODMENT MATTERS	
SELF-CARE	 EARLY YEARS DEVELOPMENT MATTERS 30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 40-60 Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. EXCEEDING Children know about and can make basit we house in relation to healthy 	EARLY YEARS DEVELOPMENT MATTERS 30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. 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They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <u>EXCEEDING</u> Children know about and can make healthy choices in relation to healthy.	EARLY YEARS DE 30-50 Can tell adults w when they want Observes the eff bodies. Understands that have to be used Gains more bow and can attend t of the time them Can usually man hands. Dresses with he open-fronted co- pulls up own tro- zipper once it is 40-60 Eats a healthy ra understands nee Usually dry and of Shows some und practices with re sleeping and hyg good health. Shows understant safety when tack and considers an Shows understant transport and sto Practices some an measures withou Early Learning Go Children know th health of physica healthy diet, and keep healthy and their own basic fin needs successful and going to the EXCEEDING Children know al
	healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces	healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces	healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces	healthy choices in relation to healthy eating and exercise They can dress and undress independently, successfully managing fastening buttons or laces	healthy choices i eating and exerc They can dress a independently, s fastening button

	Key Vocabulary
opic	Cornerstones Topic
IS WATER WET?	WHAT IS A SHADOW ?
EVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
	<u>30-50</u>
when hungry or tired or	Can tell adults when hungry or tired or
t to rest or play.	when they want to rest or play.
ffects of activity on their	Observes the effects of activity on their bodies.
at equipment and tools	Understands that equipment and tools
safely.	have to be used safely.
vel and bladder control	Gains more bowel and bladder control
to toileting needs most	and can attend to toileting needs most
mselves.	of the time themselves.
nage washing and drying	Can usually manage washing and drying
	hands.
elp, e.g. puts arms into	Dresses with help, e.g. puts arms into
oat or shirt when held up,	open-fronted coat or shirt when held up,
pusers, and pulls up	pulls up own trousers, and pulls up
fastened at the bottom.	zipper once it is fastened at the bottom. 40-60
ange of foodstuffs and	40-60 Eats a healthy range of foodstuffs and
ed for variety in food.	understands need for variety in food.
clean during the day.	Usually dry and clean during the day.
derstanding that good	Shows some understanding that good
egard to exercise, eating,	practices with regard to exercise, eating,
giene can contribute to	sleeping and hygiene can contribute to
	good health.
anding of the need for	Shows understanding of the need for
ckling new challenges,	safety when tackling new challenges,
nd manages some risks.	and considers and manages some risks.
anding of how to	Shows understanding of how to
tore equipment safely.	transport and store equipment safely.
appropriate safety out direct supervision.	Practices some appropriate safety measures without direct supervision.
Goal	Early Learning Goal
the importance for good	Children know the importance for good
cal exercise, and a	health of physical exercise, and a
d talk about ways to	healthy diet, and talk about ways to
nd safe. They manage	keep healthy and safe. They manage
hygiene and personal	their own basic hygiene and personal
ully, including dressing	needs successfully, including dressing
e toilet independently <u>.</u>	and going to the toilet independently.
	EXCEEDING
about and can make	Children know about and can make
in relation to healthy	healthy choices in relation to healthy
cise	eating and exercise
and undress successfully managing	They can dress and undress independently, successfully managing
ns or laces	fastening buttons or laces



	Skill coverage PE DANCE PSHE Use and care for materials and use them independently Explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Feel confident. Feel good about their own success	Skill coverage PE DANCE PSHE Use and care for materials and use them independently Explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Feel confident. Feel good about their own success	Skill coverage PE DANCE PSHE Use and care for materials and use them independently Explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Feel confident. Feel good about their own success	Skill coverage PE DANCE PSHE Use and care for materials and use them independently Explore and talk about what they are learning, valuing their ideas and ways of doing things. Offer help with activities when asked but not before. Feel confident. Feel good about their own success	Skill coverage PE DANCE PSHE Use and care fo them independ Explore and tall learning, valuin doing things. Offer help with but not before. Feel confident. Feel good abou
LITERACY- READING	Cornerstones Topic WHY DO YOU LOVE ME SO MUCH ?	<u>Cornerstones Topic</u> WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	Cornerstones Topic DID DRAGONS EXIST?	Cornerstones Topic ARE EGGS ALIVE?	Cornerstones T WHY
	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	EARLY YEARS DEVELOPMENT MATTERS 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	EARLY YEARS E 30-50 Enjoys rhyming Shows awarene alliteration. Recognises rhy Listens to and jo poems, one-to- groups. Joins in with rep anticipates key rhymes and sto Beginning to be stories are struc Suggests how th Listens to storie attention and re Describes main and principal ch

	<u>Skill coverage</u>
	<u>PE</u>
	DANCE
	<u>PSHE</u>
r materials and use ently	Use and care for materials and use them independently
< about what they are g their ideas and ways of	Explore and talk about what they are learning, valuing their ideas and ways of doing things.
activities when asked	Offer help with activities when asked but not before.
	Feel confident.
t their own success	Feel good about their own success
opic	<u>Cornerstones Topic</u>
IS WATER WET?	WHAT IS A SHADOW ?
DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS 30-50
and rhythmic activities.	Enjoys rhyming and rhythmic activities.
ss of rhyme and	Shows awareness of rhyme and
the in an allow would	alliteration.
thm in spoken words. Dins in with stories and	Recognises rhythm in spoken words. Listens to and joins in with stories and
one and also in small	poems, one-to-one and also in small
	groups.
peated refrains and	Joins in with repeated refrains and
events and phrases in	anticipates key events and phrases in
ries.	rhymes and stories.
e aware of the way	Beginning to be aware of the way
e aware of the way ctured.	Beginning to be aware of the way stories are structured.
e aware of the way ctured. ne story might end.	Beginning to be aware of the way stories are structured. Suggests how the story might end.
e aware of the way ctured. he story might end. es with increasing	Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing
e aware of the way ctured. he story might end.	Beginning to be aware of the way stories are structured. Suggests how the story might end.



(see core coverage)				
Skill coverage	Skill coverage	Skill coverage	Skill coverage	<u>Skill coverage</u>
simple stories they have read.	simple stories the			
knowledge to understand unfamiliar vocabulary. They can describe the main events in the	knowledge to understand unfamiliar vocabulary. They can describe the main events in the	knowledge to understand unfamiliar vocabulary. They can describe the main events in the	knowledge to understand unfamiliar vocabulary. They can describe the main events in the	knowledge to une vocabulary. They can describe
They use phonic, semantic and syntactic	They use phonic,			
as many irregular but high frequency words.	as many irregular words.			
Children can read phonically regular words of more than one syllable as well	Children can read phonically regular words of more than one syllable as well	Children can read phonically regular words of more than one syllable as well	Children can read phonically regular words of more than one syllable as well	Children can read words of more th
EXCEEDING Children cap road phonically regular	EXCEEDING Children can road phonically regular	EXCEEDING Children can read phonically regular	EXCEEDING	EXCEEDING
have read.	have read.	have read.	have read.	have read.
They demonstrate understanding when talking with others about what they	They demonstrate understanding when talking with others about what they	They demonstrate understanding when talking with others about what they	They demonstrate understanding when talking with others about what they	They demonstrat talking with othe
words.	words.	words.	words.	words.
They also read some common irregular	They also read so			
regular words and read them aloud accurately.	regular words and read them aloud accurately.	regular words and read them aloud accurately.	regular words and read them aloud accurately.	regular words and accurately.
They use phonic knowledge to decode	They use phonic l			
sentences.	sentences.	sentences.	sentences.	sentences.
ELG Children read and understand simple	ELG Children read and understand simple	<u>ELG</u> Children read and understand simple	<u>ELG</u> Children read and understand simple	<u>ELG</u> Children read and
from books and computers.	from books and c			
Knows that information can be retrieved	Knows that inform			
Enjoys an increasing range of books.	Enjoys an increas			
that are increasingly influenced by their experiences of books.	that are increasingly influenced by their experiences of books.	that are increasingly influenced by their experiences of books.	that are increasingly influenced by their experiences of books.	that are increasin experiences of bo
Uses vocabulary and forms of speech	Uses vocabulary a			
sentences.	sentences.	sentences.	sentences.	sentences.
Begins to read words and simple	Begins to read wo			
Links sounds to letters, naming and sounding the letters of the alphabet.	Links sounds to letters, naming and sounding the letters of the alphabet.	Links sounds to letters, naming and sounding the letters of the alphabet.	Links sounds to letters, naming and sounding the letters of the alphabet.	Links sounds to le sounding the lett
them.	them.	them.	them.	them.
knows which letters represent some of	knows which lett			
words and blend them together and	words and blend			
Can segment the sounds in simple	Can segment the			
Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says th words.
Continues a rhyming string.	Continues a rhym			
<u>40-60</u>	40-60	40-60	40-60	40-60
top to bottom.	top to bottom.	top to bottom.	top to bottom.	top to bottom.
Knows that print carries meaning and, in English, is read from left to right and	Knows that print carries meaning and, in English, is read from left to right and	Knows that print carries meaning and, in English, is read from left to right and	Knows that print carries meaning and, in English, is read from left to right and	Knows that print in English, is read
turns pages.	turns pages.	turns pages.	turns pages.	turns pages.
Holds books the correct way up and	Holds books the o			
form of print.	form of print.	form of print.	form of print.	form of print.
Handles_books carefully. Knows information can be relayed in the	Handles_books carefully. Knows information can be relayed in the	Handles_books carefully. Knows information can be relayed in the	Handles_books carefully. Knows information can be relayed in the	Knows information
Looks at books independently.	Looks at books in Handles_books ca			
as own name and advertising logos.	as own name and			
Recognises familiar words and signs such	Recognises famili			
in books and print in the environment.	in books and prin			
 Shows interest in illustrations and print	Shows interest in illustrations and print	Shows interest in illustrations and print	Shows interest in illustrations and print	Shows interest in

t in illustrations and print	Shows interest in illustrations and print
print in the environment.	in books and print in the environment.
miliar words and signs such	Recognises familiar words and signs such
and advertising logos.	as own name and advertising logos.
s independently.	Looks at books independently.
s carefully.	Handles books carefully.
ation can be relayed in the	Knows information can be relayed in the
	form of print.
he correct way up and	Holds books the correct way up and
	turns pages.
rint carries meaning and,	Knows that print carries meaning and,
ead from left to right and	in English, is read from left to right and
	top to bottom.
	<u>40-60</u>
nyming string.	Continues a rhyming string.
s the initial sound in	Hears and says the initial sound in
the sounds in simple	words.
nd them together and	Can segment the sounds in simple words and blend them together and
etters represent some of	
citers represent some of	knows which letters represent some of them.
o letters, naming and	Links sounds to letters, naming and
etters of the alphabet.	sounding the letters of the alphabet.
l words and simple	Begins to read words and simple
i noras ana simple	sentences.
ry and forms of speech	Uses vocabulary and forms of speech
asingly influenced by their	that are increasingly influenced by their
f books.	experiences of books.
reasing range of books.	Enjoys an increasing range of books.
formation can be retrieved	Knows that information can be retrieved
nd computers.	from books and computers.
	ELG
and understand simple	Children read and understand simple
	sentences.
nic knowledge to decode	They use phonic knowledge to decode
and read them aloud	regular words and read them aloud
	accurately.
l some common irregular	They also read some common irregular
	words.
rate understanding when	They demonstrate understanding when
thers about what they	talking with others about what they
	have read.
and phonically regular	EXCEEDING
ead phonically regular e than one syllable as well	Children can read phonically regular words of more than one syllable as well
ular but high frequency	as many irregular but high frequency
and but high hequency	words.
nic, semantic and syntactic	They use phonic, semantic and syntactic
understand unfamiliar	knowledge to understand unfamiliar
	vocabulary.
ribe the main events in the	They can describe the main events in the
they have read.	simple stories they have read.
	<u>Skill coverage</u>
e core coverage)	(see core coverage)



	their own writing. Skill coverage	their own writing Skill coverage	their own writing Skill coverage	their own writing Skill coverage	their own writing Skill coverage	their own writing Skill coverage
	words. They use key features of narrative in	words. They use key features of narrative in				
	words of more than one syllable as well as many irregular but high frequency	words of more than one syllable as well as many irregular but high frequency	words of more than one syllable as well as many irregular but high frequency	words of more than one syllable as well as many irregular but high frequency	words of more than one syllable as well as many irregular but high frequency	words of more than one syllable as as many irregular but high frequence
	Children can spell phonically regular	Children can spell phonically regula				
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING
	Some words are spelt correctly and others are phonetically plausible	Some words are spelt correctly and others are phonetically plausible	Some words are spelt correctly and others are phonetically plausible	Some words are spelt correctly and others are phonetically plausible	Some words are spelt correctly and others are phonetically plausible	Some words are spelt correctly and others are phonetically plausible
	be read by themselves and others.	be read by themselves and others.				
	They write simple sentences which can	They write simple sentences which				
	words.	words.	words.	words.	words.	words.
	spoken sounds. They also write some irregular common	spoken sounds. They also write some irregular com				
	write words in ways which match their	write words in ways which match t				
	Children use their phonic knowledge to	Children use their phonic knowled				
	ELG	ELG	ELG	ELG	ELG	ELG
	Attempts to write short sentences in meaningful contexts	Attempts to write short sentences in meaningful contexts	Attempts to write short sentences in meaningful contexts	Attempts to write short sentences in meaningful contexts	Attempts to write short sentences in meaningful contexts	Attempts to write short sentences meaningful contexts
	as labels, captions.	as labels, captions.				
	Writes own name and other things such	Writes own name and other thing				
	some sounds correctly and in sequence.	some sounds correctly and in sequ				
	Uses some clearly identifiable letters to communicate meaning, representing	Uses some clearly identifiable letters to communicate meaning, representing	Uses some clearly identifiable letters to communicate meaning, representing	Uses some clearly identifiable letters to communicate meaning, representing	Uses some clearly identifiable letters to communicate meaning, representing	Uses some clearly identifiable lett communicate meaning, represent
	sounding the letters of the alphabet.	sounding the letters of the alphab				
	Links sounds to letters, naming and	Links sounds to letters, naming an				
	and blend them together.	and blend them together.				
	Can segment the sounds in simple words	Can segment the sounds in simple				
	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.	Hears and says the initial sound in words.
	Continues a rhyming string.	Continues a rhyming string.				
	words.	words.	words.	words.	words.	words.
	Begins to break the flow of speech into	Begins to break the flow of speech into	Begins to break the flow of speech into	Begins to break the flow of speech into	Begins to break the flow of speech into	Begins to break the flow of speech
	they draw, write and paint.	they draw, write and paint.				
	<u>40-60</u> Gives meaning to marks they make as	<u>40-60</u> Gives meaning to marks they make as	40-60 Gives meaning to marks they make as	40-60 Gives meaning to marks they make as	40-60 Gives meaning to marks they make as	40-60 Gives meaning to marks they mak
	see in different places	see in different places				
	Ascribes meanings to marks that they	Ascribes meanings to marks that t				
	they draw and paint.	they draw and paint.				
	Sometimes gives meaning to marks as	Sometimes gives meaning to mark				
	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>
	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MA				
RITING		BREAKFAST?			<u></u>	<u></u>
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
FERACY-	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	<u>Cornerstones Topic</u>	Cornerstones Topic
						Key Vocabulary



						Key Vocabulary
	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
MATHEMATICS-	<u>comersiones ropic</u>	<u>comersiones ropic</u>	<u>comersiones ropic</u>	<u>comersiones ropic</u>	<u>comersiones ropic</u>	<u>comersiones ropic</u>
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
NUMBERS		BREAKFAST?				
	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
	30-50 Uses some number names and number	30-50 Uses some number names and number	30-50 Uses some number names and number	30-50 Uses some number names and number	<u>30-50</u> Uses some number names and number	30-50 Uses some number names and number
	language spontaneously.	language spontaneously.	language spontaneously.	language spontaneously.	language spontaneously.	language spontaneously.
	Uses some number names accurately in	Uses some number names accurately in	Uses some number names accurately in	Uses some number names accurately in	Uses some number names accurately in	Uses some number names accurately in
	play.	play.	play.	play.	play.	play.
	Recites numbers in order to 10.	Recites numbers in order to 10.	Recites numbers in order to 10.	Recites numbers in order to 10.	Recites numbers in order to 10.	Recites numbers in order to 10.
	Knows that numbers identify how many	Knows that numbers identify how many	Knows that numbers identify how many	Knows that numbers identify how many	Knows that numbers identify how many	Knows that numbers identify how many
	objects are in a set.	objects are in a set.	objects are in a set.	objects are in a set.	objects are in a set.	objects are in a set.
	Beginning to represent numbers using	Beginning to represent numbers using	Beginning to represent numbers using	Beginning to represent numbers using	Beginning to represent numbers using	Beginning to represent numbers using
	fingers, marks on paper or pictures. Sometimes matches numeral and	fingers, marks on paper or pictures. Sometimes matches numeral and	fingers, marks on paper or pictures. Sometimes matches numeral and	fingers, marks on paper or pictures. Sometimes matches numeral and	fingers, marks on paper or pictures. Sometimes matches numeral and	fingers, marks on paper or pictures. Sometimes matches numeral and
	quantity correctly.	quantity correctly.	quantity correctly.	quantity correctly.	quantity correctly.	quantity correctly.
	Shows curiosity about numbers by	Shows curiosity about numbers by	Shows curiosity about numbers by	Shows curiosity about numbers by	Shows curiosity about numbers by	Shows curiosity about numbers by
	offering comments or asking questions.	offering comments or asking questions.	offering comments or asking questions.	offering comments or asking questions.	offering comments or asking questions.	offering comments or asking questions.
	Compares two groups of objects, saying	Compares two groups of objects, saying	Compares two groups of objects, saying	Compares two groups of objects, saying	Compares two groups of objects, saying	Compares two groups of objects, saying
	when they have the same number.	when they have the same number.	when they have the same number.	when they have the same number.	when they have the same number.	when they have the same number.
	Shows an interest in number problems.	Shows an interest in number problems.	Shows an interest in number problems.	Shows an interest in number problems.	Shows an interest in number problems.	Shows an interest in number problems.
	Separates a group of three or four objects in different ways, beginning to	Separates a group of three or four objects in different ways, beginning to	Separates a group of three or four objects in different ways, beginning to	Separates a group of three or four objects in different ways, beginning to	Separates a group of three or four objects in different ways, beginning to	Separates a group of three or four objects in different ways, beginning to
	recognise that the total is still the same.	recognise that the total is still the same.	recognise that the total is still the same.	recognise that the total is still the same.	recognise that the total is still the same.	recognise that the total is still the same.
	Shows an interest in numerals in the	Shows an interest in numerals in the	Shows an interest in numerals in the	Shows an interest in numerals in the	Shows an interest in numerals in the	Shows an interest in numerals in the
	environment.	environment.	environment.	environment.	environment.	environment.
	Shows an interest in representing	Shows an interest in representing	Shows an interest in representing	Shows an interest in representing	Shows an interest in representing	Shows an interest in representing
	numbers.	numbers.	numbers.	numbers.	numbers.	numbers.
	Realises not only objects, but anything can be counted, including steps, claps or	Realises not only objects, but anything can be counted, including steps, claps or	Realises not only objects, but anything can be counted, including steps, claps or	Realises not only objects, but anything can be counted, including steps, claps or	Realises not only objects, but anything can be counted, including steps, claps or	Realises not only objects, but anything can be counted, including steps, claps or
	jumps	jumps	jumps	jumps	jumps	jumps
	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>
	Recognise some numerals of personal	Recognise some numerals of personal	Recognise some numerals of personal	Recognise some numerals of personal	Recognise some numerals of personal	Recognise some numerals of personal
	significance.	significance.	significance.	significance.	significance.	significance.
	Recognises numerals 1 to 5.	Recognises numerals 1 to 5.	Recognises numerals 1 to 5.	Recognises numerals 1 to 5.	Recognises numerals 1 to 5.	Recognises numerals 1 to 5.
	Counts up to three or four objects by	Counts up to three or four objects by	Counts up to three or four objects by	Counts up to three or four objects by	Counts up to three or four objects by	Counts up to three or four objects by
	saying one number name for each item. Counts actions or objects which cannot	saying one number name for each item. Counts actions or objects which cannot	saying one number name for each item. Counts actions or objects which cannot	saying one number name for each item. Counts actions or objects which cannot	saying one number name for each item. Counts actions or objects which cannot	saying one number name for each item. Counts actions or objects which cannot
	be moved.	be moved.	be moved.	be moved.	be moved.	be moved.
	Counts objects to 10, and beginning to	Counts objects to 10, and beginning to	Counts objects to 10, and beginning to	Counts objects to 10, and beginning to	Counts objects to 10, and beginning to	Counts objects to 10, and beginning to
	count beyond 10.	count beyond 10.	count beyond 10.	count beyond 10.	count beyond 10.	count beyond 10.
	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a	Counts out up to six objects from a
	larger group.	larger group.	larger group.	larger group.	larger group.	larger group.
	Selects the correct numeral to represent	Selects the correct numeral to represent	Selects the correct numeral to represent	Selects the correct numeral to represent	Selects the correct numeral to represent	Selects the correct numeral to represent
	1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up	1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up	1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up	1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up	1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up	1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up
	to ten objects.	to ten objects.	to ten objects.	to ten objects.	to ten objects.	to ten objects.
	Estimates how many objects they can	Estimates how many objects they can	Estimates how many objects they can	Estimates how many objects they can	Estimates how many objects they can	Estimates how many objects they can
	see and checks by counting them.	see and checks by counting them.	see and checks by counting them.	see and checks by counting them.	see and checks by counting them.	see and checks by counting them.
	Uses the language of 'more' and 'fewer'	Uses the language of 'more' and 'fewer'	Uses the language of 'more' and 'fewer'	Uses the language of 'more' and 'fewer'	Uses the language of 'more' and 'fewer'	Uses the language of 'more' and 'fewer'



MATHEMATICS-	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	<u>Cornerstones Top</u>
	(see core coverage)	<u>(see core coverage)</u>	<u>(see core coverage)</u>	<u>(see core coverage)</u>	<u>(see cc</u>
	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. EXCEEDING Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.	ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. EXCEEDING Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.	ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. EXCEEDING Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.	ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. EXCEEDING Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.	ELG Children count re from one to 20, p say which numbe less than a given i quantities and ob subtract two sing count on or back They solve proble halving and sharin EXCEEDING Children estimate and check quantit 20. They solve pra involve combining sharing into equa
	to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	to compare two s Finds the total nu groups by countir Says the number given number. Finds one more o of up to five objec In practical activit beginning to use f involved in adding Records, using ma interpret and exp Begins to identify problems based of fascinations.

o sets of objects. number of items in two ting all of them. er that is one more than a e or one less from a group jects, then ten objects. vities and discussion, e the vocabulary ing and subtracting. marks that they can xplain. ify own mathematical d on own interests and	to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.
reliably with numbers , place them in order and ber is one more or one n number. Using objects, they add and ngle-digit numbers and ck to find the answer. olems, including doubling, rring. ate a number of objects number ob	ELG Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. EXCEEDING Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.
	Skill coverage
<u>core coverage)</u>	<u>(see core coverage)</u>
	Key Vocabulary
<u>opic</u>	Cornerstones Topic
IS WATER WET?	WHAT IS A SHADOW ?



		1	1	1	
AND MEASURES	EARLY YEARS DEVELOPMENT MATTERS 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	EARLY YEARS DEVELOPMENT MATTERS 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	EARLY YEARS DEVELOPMENT MATTERS 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	EARLY YEARS DEVELOPMENT MATTERS 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	EARLY YEARS D 30-50 Shows an intere playing with sha arrangements w Shows awarenes shapes in the en Uses positional I Shows interest i construction act shapes or arrang Shows interest i environment. Uses shapes app Beginning to tall everyday object
	 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. EXCEDING Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. 	 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. EXCEEDING Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. 	 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. EXCEEDING Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. 	 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways ELG Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. EXCEEDING Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. 	40-60 Beginning to use for 'solid' 3D shi shapes, and mai describe shapes Selects a particu Can describe the as 'behind' or 'm Orders two or the height. Orders two item Uses familiar ob shapes to create and build mode Uses everyday la Beginning to use related to mone Orders and sequ Measures short ways ELG Children use eve about size, weig distance, time a quantities and co problems. They recognise, patterns. They explore ch objects and shap mathematical la them. EXCEEDING Children estima compare and or about propertie

YEARS DEVELOPMENT MATTERS

- an interest in shape and space by g with shapes or making
- ements with objects.
- awareness of similarities of
- s in the environment.
- ositional language.
- s interest in shape by sustained uction activity or by talking about
- s or arrangements.
- interest in shapes in the

hapes appropriately for tasks. iing to talk about the shapes of lay objects, e.g. 'round' and 'tall'<u>.</u>

ning to use mathematical names lid' 3D shapes and 'flat' 2D s, and mathematical terms to be shapes.

s a particular named shape. escribe their relative position such hind' or 'next to'.

s two or three items by length or

s two items by weight or capacity. amiliar objects and common s to create and recreate patterns uild models.

veryday language related to time. iing to use everyday language 1 to money.

and sequences familiar events. res short periods of time in simple

en use everyday language to talk size, weight, capacity, position, ce, time and money to compare ties and objects and to solve

ecognise, create and describe

xplore characteristics of everyday s and shapes and use matical language to describe

en estimate, measure, weigh and are and order objects and talk properties, position and time.

EARLY YEARS DEVELOPMENT MATTERS 30-50

Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.

Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

<u>40-60</u>

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'.

Orders two or three items by length or height.

Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to time. Beginning to use everyday language related to money.

Orders and sequences familiar events. Measures short periods of time in simple ways

<u>ELG</u>

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

EXCEEDING

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.



	<u>Skill coverage</u>	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
	(see core coverage)	(see core coverage)		(see core coverage)	(see core coverage)	
			(see core coverage)			(see core coverage)
4						Key Versbuls
						Key Vocabulary
UNDERSTANDING	Cornerstones Topic	<u>Cornerstones Topic</u>	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW ?
THE WORLD-		BREAKFAST?				
PEOPLE AND						
	EARLY YEARS DEVELOPMENT MATTERS					
COMMUNITIES	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>	<u>30-50</u>		
CONTRICTATILS	Shows interest in the lives of people					
	who are familiar to them.					
	Remembers and talks about significant					
	events in their own experience.					
	Recognises and describes special times					
	or events for family or friends.					
	Shows interest in different occupations					
	and ways of life.					
	Knows some of the things that make					
	them unique, and can talk about some					
	of the similarities and differences in					
	relation to friends or family.					
	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>		
	Enjoys joining in with family customs					
	and routines.	and routines.	and routines.	and routines.		
	<u>ELG</u>	ELG	<u>ELG</u>	ELG		
	Children talk about past and present					
	events in their own lives and in the lives	events in their own lives and in the lives	events in their own lives and in the lives	events in their own lives and in the lives		
	of family members. They know that					
	other children don't always enjoy the					
	same things, and are sensitive to this.					
	They know about similarities and					
	differences between themselves and					
	others, and among families,					
	communities and traditions.	communities and traditions.	communities and traditions.	communities and traditions.		
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING		
	Children know the difference between					
	past and present events in their own					
	lives and some reasons why people lives					
	were different in the past.					
	were unterent in the past.					
	They know that other children have					



may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect	may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect	may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect	
Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
HISTORY	HISTORY	GEOGRAPHY	HISTORY	<u>GEOGRAPHY</u>
Chronological Understanding Remembers and talk about significant events in their own experience.	Chronological Understanding Remembers and talk about significant events in their own experience.	Name and locate characteristics of the local area/ where they live.	Chronological Understanding Remembers and talk about significant events in their own experience.	Name and locate local area/ where
Recognises and describes special times or events for family or friends.	Recognises and describes special times or events for family or friends.	Name the town and country they live in. Begin to use basic vocabulary	Recognises and describes special times or events for family or friends.	Name the town an Begin to use basic
Enjoys joining in with family customs and routines	Enjoys joining in with family customs and routines		Enjoys joining in with family customs and routines	
Children talk about past and present events in their own lives and in the lives of family members	Children talk about past and present events in their own lives and in the lives of family members		Children talk about past and present events in their own lives and in the lives of family members	
Use words and phrases that describe the passing of time <u>Knowledge and Understanding</u> Tell others about things that happened when they were little	Use words and phrases that describe the passing of time <u>Knowledge and Understanding</u> Put up to three objects in chronological order Use words and phrases that describe the		Use words and phrases that describe the passing of time <u>Knowledge and Understanding</u> Put up to three objects in chronological order Use words and phrases that describe the	
Give examples of things that are different in my life from that of my	passing of time Appreciate that some famous people		passing of time Appreciate that some famous people	
grandparents when they were young Spot old and new things in a picture	have helped our lives be better today		have helped our lives be better today	
Historical Enquiry	Begin to identify the main differences between old and new objects		Begin to identify the main differences between old and new objects	
Answer questions using an artefact/ photograph provided	Identify objects from the past, such as old toys		Identify objects from the past, such as old toys	
GEOGRAPHY Name and locate characteristics of the local area/ where they live.	Give examples of things that are different in my life from that of my grandparents when they were young		Give examples of things that are different in my life from that of my grandparents when they were young	
Name the town and country they live in. Begin to use basic vocabulary	<u>Historical enquiry</u> Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world Closely at similarities, differences, patterns and change		Historical enquiry Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world Closely at similarities, differences, patterns and change	
	Make observations of animals and plants and explain why some things occur, and		Make observations of animals and plants and explain why some things occur, and	

<u>ge</u>	<u>Skill coverage</u>
<u>Y</u>	<u>GEOGRAPHY</u>
ocate characteristics of the where they live.	Name and locate characteristics of the local area/ where they live.
wn and country they live in. basic vocabulary	Name the town and country they live in. Begin to use basic vocabulary



		talk about changes		talk about changes		
		Ask and answer questions about old and		Ask and answer questions about old and		
		new objects		new objects		
		Spot old and new things in a picture		Spot old and new things in a picture		
		Answer questions using an artefact/		Answer questions using an artefact/		
		photograph provided		photograph provided		
		Give a plausible explanation about what		Give a plausible explanation about what		
		an object was used for in the past		an object was used for in the past		
						Key Vocabulary
UNDERSTANDING	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW?
THE WORLD- THE		BREAKFAST?				
WORLD						
	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS
	Comments and asks questions about	Comments and asks questions about	Comments and asks questions about	Comments and asks questions about	Comments and asks questions about	Comments and asks questions about
	aspects of their familiar world such as	aspects of their familiar world such as	aspects of their familiar world such as	aspects of their familiar world such as	aspects of their familiar world such as	aspects of their familiar world such as
	the place where they live or the natural	the place where they live or the natural	the place where they live or the natural	the place where they live or the natural	the place where they live or the natural	the place where they live or the natural
	world.	world.	world.	world.	world.	world.
	Can talk about some of the things they	Can talk about some of the things they	Can talk about some of the things they	Can talk about some of the things they	Can talk about some of the things they	Can talk about some of the things they
	have observed such as plants, animals,	have observed such as plants, animals,	have observed such as plants, animals,	have observed such as plants, animals,	have observed such as plants, animals,	have observed such as plants, animals,
	natural and found objects.	natural and found objects.	natural and found objects.	natural and found objects.	natural and found objects.	natural and found objects.
	Talks about why things happen and how	Talks about why things happen and how	Talks about why things happen and how	Talks about why things happen and how	Talks about why things happen and how	Talks about why things happen and how
	things work.	things work.	things work.	things work.	things work.	things work.
	Developing an understanding of growth,	Developing an understanding of growth,	Developing an understanding of growth,	Developing an understanding of growth,	Developing an understanding of growth,	Developing an understanding of growth
	decay and changes over time.	decay and changes over time.	decay and changes over time.	decay and changes over time.	decay and changes over time.	decay and changes over time.
	Shows care and concern for living things	Shows care and concern for living things	Shows care and concern for living things	Shows care and concern for living things	Shows care and concern for living things	Shows care and concern for living things
	and the environment	and the environment	and the environment	and the environment	and the environment	and the environment
	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>	<u>40-60</u>
	Looks closely at similarities, differences,	Looks closely at similarities, differences,	Looks closely at similarities, differences,	Looks closely at similarities, differences,	Looks closely at similarities, differences,	Looks closely at similarities, differences
	patterns and change	patterns and change	patterns and change	patterns and change	patterns and change	patterns and change
	ELG Children know about similarities and	ELG Children know shout similarities and	ELG Children know about similarities and	ELG Children know shout similarities and	ELG Children know shout similarities and	ELG Children know shout similarities and
	Children know about similarities and differences in relation to places, objects,	Children know about similarities and differences in relation to places, objects,	Children know about similarities and differences in relation to places, objects,	Children know about similarities and differences in relation to places, objects,	Children know about similarities and differences in relation to places, objects,	Children know about similarities and differences in relation to places, objects
	materials and living things.	materials and living things.	materials and living things.	materials and living things.	materials and living things.	materials and living things.
	They talk about the features of their	They talk about the features of their	They talk about the features of their	They talk about the features of their	They talk about the features of their	They talk about the features of their
	own immediate environment and how	own immediate environment and how	own immediate environment and how	own immediate environment and how	own immediate environment and how	own immediate environment and how
	environments might vary from one	environments might vary from one	environments might vary from one	environments might vary from one	environments might vary from one	environments might vary from one
	another.	another.	another.	another.	another.	another.
	They make observations of animals and	They make observations of animals and	They make observations of animals and	They make observations of animals and	They make observations of animals and	They make observations of animals and
	plants and explain why some things	plants and explain why some things	plants and explain why some things	plants and explain why some things	plants and explain why some things	plants and explain why some things
	occur, and talk about changes	occur, and talk about changes	occur, and talk about changes	occur, and talk about changes	occur, and talk about changes	occur, and talk about changes
	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING	EXCEEDING
	Children know that the environment and	Children know that the environment and	Children know that the environment and	Children know that the environment and	Children know that the environment and	Children know that the environment an
	living things are influenced by human	living things are influenced by human	living things are influenced by human	living things are influenced by human	living things are influenced by human	living things are influenced by human
	activity.	activity.	activity.	activity.	activity.	activity.
	They can describe some actions which	They can describe some actions which	They can describe some actions which	They can describe some actions which	They can describe some actions which	They can describe some actions which
	people in their own community do that	people in their own community do that	people in their own community do that	people in their own community do that	people in their own community do that	people in their own community do that
	help to maintain the area they live in.	help to maintain the area they live in.	help to maintain the area they live in.	help to maintain the area they live in.	help to maintain the area they live in.	help to maintain the area they live in.
	They know the properties of some	They know the properties of some	They know the properties of some	They know the properties of some	They know the properties of some	They know the properties of some
	materials and can suggest some of the	materials and can suggest some of the	materials and can suggest some of the	materials and can suggest some of the	materials and can suggest some of the	materials and can suggest some of the
	purposes they are used for.	purposes they are used for.	purposes they are used for.	purposes they are used for.	purposes they are used for.	purposes they are used for.
			They are familiar with basic scientific	They are familiar with basic scientific	They are familiar with basic scientific	They are familiar with basic scientific
	They are familiar with basic scientific	They are familiar with basic scientific				
	They are familiar with basic scientific concepts such as floating and sinking, experimentation.	They are familiar with basic scientific concepts such as floating and sinking, experimentation.	concepts such as floating and sinking, experimentation.	concepts such as floating and sinking, experimentation.	concepts such as floating and sinking, experimentation.	concepts such as floating and sinking, experimentation.



	Skill coverage SCIENCE Animals including humans Talk about some of the things they have observed make observations of animals and plants and explain why some things occur, and talk about changes. Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change. All living things and their habitats Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects	Skill coverage Science Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change. Everyday Materials Children know about similarities and differences in relation to places, objects, materials and living things	Skill coverage SCIENCE Animals including humans Talk about some of the things they have observed make observations of animals and plants and explain why some things occur, and talk about changes. All living things and their habitats Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects Children know about similarities and differences in relation to places, objects, materials and living things	Skill coverage SCIENCE Seasonal Changes Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Looks closely at similarities, differences, patterns and change Animals including humans Talk about some of the things they have observed make observations of animals and plants and explain why some things occur, and talk about changes. All living things and their habitats Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects Children know about similarities and differences in	Skill coverage SCIENCE Everyday Mate Children know a differences in ro materials and li
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	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS DEVELOPMENT MATTERS 30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys	EARLY YEARS D 30-50 Knows how to c equipment, e.g. uses remote co Shows an intere

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	<u>Key Vocabulary</u>
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EXPRESSIVE ARTS AND DESIGN-	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR BREAKFAST?	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	<u>WHAT IS A SHADOW?</u>
EXPLORING AND	EARLY YEARS DEVELOPMENT MATTERS	EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50			
USING MEDIA AND MATERIALS	 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how_sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 40-60 Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. 	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how_sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. 40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. 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Recognise and name the primary colours being used.Recognise and name the primary colours being used.Constructs with a purpose in mind, using a variety of resources.Recognise and name the primary colours being used.Recognise and name the primary colours being used.	essentations.repy using graphic tools, fingers, hands, chaEnjection chaand begin to control a range of ia.Use mey on different surfaces and coloured err.Dra papy on different surfaces and coloured using a pencil.Pro tonto produce different thickness and ures from observations, imagination illustrations.Pro tonand talk about what they have uced, describing simple techniques media used.Loc pro andting y using a variety of tools including rent size/ size brushes and tools i.e.Pain diff	epresentations. njoy using graphic tools, fingers, hands, nalk, pens and pencils. se and begin to control a range of nedia. raw on different surfaces and coloured aper. roduce lines of different thickness and one using a pencil. art to produce different patterns and extures from observations, imagination nd illustrations. bok and talk about what they have roduced, describing simple techniques nd media used. ainting njoy using a variety of tools including fferent size/ size brushes and tools i.e.	materials Constructing and building from simple objects Able to shape and model simply from observation and imagination Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc Look and talk about what they have produced, describing simple techniques and media used. Textiles Handles and manipulates materials such as threads, cottons, wool, raffia, grass Is aware of colour, texture and shape D&T Designing Manipulates materials to achieve a planned effect.	representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used. Painting Enjoy using a variety of tools including different size/ size brushes and tools i.e.	representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used. Painting Enjoy using a variety of tools including different size/ size brushes and tools i.e.	Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations. Look and talk about what they have produced, describing simple techniques and media used.



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Use colours for a purpose.	Use colours for a purpose.	Uses various construction materials.	Use colours for a purpose.	Use colours for a purpose.
Explore working with powder and ready mixed paint on different surfaces and in different ways.	Explore working with powder and ready mixed paint on different surfaces and in different ways.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Explore working with powder and ready mixed paint on different surfaces and in different ways.	Explore working with powder a mixed paint on different surface different ways.
Look and talk about what they have	Printmaking			<u>Textiles</u>
produced, describing simple techniques and media used.	Enjoy taking rubbings: leaf, brick, coin.	Joins construction pieces together to build and balance.	<u>D&T</u>	Handles and manipulates mate
Use paint to represent ideas, thoughts	Create simple mono prints using a range of printing utensils/objects.	Realises tools can be used for a purpose	Designing Manipulates materials to achieve a	as threads, cottons, wool, raffi
and feelings	Develop simple patterns by using	Uses simple tools and techniques	planned effect.	
D&T	objects.	competently and appropriately.	Constructs with a purpose in mind, using	<u>D&T</u>
Designing Manipulates materials to achieve a	Look and talk about what they have		a variety of resources.	Designing Manipulates materials to achie
planned effect.	produced, describing simple techniques and media used.	Selects appropriate resources and adapts work where necessary.	MAKING	planned effect.
	and media used.	adapts work where necessary.	Uses various construction materials.	
Constructs with a purpose in mind, using a variety of resources.	<u>D&T</u>	Selects tools and techniques needed to		Constructs with a purpose in m a variety of resources.
a variety of resources.	Designing	shape, assemble and join materials they	Beginning to construct, stacking blocks	a vallety of resources.
MAKING	Manipulates materials to achieve a planned effect.	are using	vertically and horizontally, making enclosures and creating spaces.	MAKING
Uses various construction materials.		Early Learning Goal They safely use and		Uses various construction mat
Beginning to construct, stacking blocks vertically and horizontally, making	Constructs with a purpose in mind, using a variety of resources.	explore a variety of materials, tools and techniques,	Joins construction pieces together to build and balance.	Beginning to construct, stackin vertically and horizontally, mal
enclosures and creating spaces.	MAKING	EVALUATING	Realises tools can be used for a purpose	enclosures and creating spaces
Joins construction pieces together to	Uses various construction materials.	With support selects appropriate resources	Uses simple tools and techniques	Joins construction pieces toge
build and balance.	Beginning to construct, stacking blocks		competently and appropriately.	build and balance.
Realises tools can be used for a purpose	vertically and horizontally, making	Selects appropriate resources and		Realises tools can be used for a
	enclosures and creating spaces.	adapts work where necessary. Technical Knowledge	Selects appropriate resources and adapts work where necessary.	
Uses simple tools and techniques	Joins construction pieces together to	Pupils begin to recognise	adapts work where necessary.	Uses simple tools and technique
competently and appropriately.	build and balance.	that a range of technology is	Selects tools and techniques needed to	competently and appropriately
Selects appropriate resources and	Realises tools can be used for a purpose	used in places such as homes and schools.	shape, assemble and join materials they are using	Selects appropriate resources
adapts work where necessary.	Realises tools can be used for a purpose			adapts work where necessary.
Selects tools and techniques needed to	Uses simple tools and techniques	They begin to show an interest in	Early Learning Goal They safely use and	Selects tools and techniques n
shape, assemble and join materials they	competently and appropriately.	toys with buttons and flaps.	explore a variety of materials, tools and	shape, assemble and join mate
are using	Selects appropriate resources and	Pupils recognise a range of	techniques,	are using
Early Learning Goal They safely use and	adapts work where necessary.	technology is used in places	EVALUATING	Early Learning Goal They safe
explore a variety of materials, tools and		such as homes and schools. They select and use	With support selects appropriate	explore a variety of materials,
techniques,	Selects tools and techniques needed to shape, assemble and join materials they	technology for particular	resources	techniques,
EVALUATING	are using	purposes.	Selects appropriate resources and	EVALUATING
With support selects appropriate		Pupils understand the	adapts work where necessary.	With support selects appropria
resources	Early Learning Goal They safely use and explore a variety of materials, tools and	simple working	Technical Knowledge Pupils begin to recognise	resources
	techniques,	characteristics of materials	that a range of technology is	Colorta and the
Selects appropriate resources and adapts work where necessary.		and components	used in places such as	Selects appropriate resources adapts work where necessary.
Technical Knowledge	EVALUATING	MUSIC	homes and schools.	Technical Knowledge
Pupils begin to recognise	With support selects appropriate resources	Nursery	They begin to show an interest in	Pupils begin to recognise
that a range of technology is		Listening Enjoys joining in with dancing	toys with buttons and flaps.	that a range of technology is
used in places such as homes and schools.	Selects appropriate resources and	and ring games		used in places such as homes and schools.
	adapts work where necessary. Technical Knowledge	Composing and Vocabluary Explores	Pupils recognise a range of technology is used in places	
They begin to show an interest in	Pupils begin to recognise	and learns how sounds can be changed,	such as homes and schools.	They begin to show an interest
toys with buttons and flaps.	that a range of technology is	talks about how they sound – e.g quiet,	They select and use	toys with buttons and flaps.
Pupils recognise a range of	used in places such as	loud. Captures experiences with music.	technology for particular	Pupils recognise a range of
	homes and schools.		purposes.	

a purpose.	Use colours for a purpose.
g with powder and ready different surfaces and in	Explore working with powder and ready mixed paint on different surfaces and in different ways.
anipulates materials such tons, wool, raffia, grass our, texture and shape	<u>D&T</u> Designing Manipulates materials to achieve a planned effect.
	Constructs with a purpose in mind, using a variety of resources.
aterials to achieve a	MAKING Uses various construction materials.
n a purpose in mind, using ources.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
onstruction materials.	Joins construction pieces together to build and balance.
onstruct, stacking blocks orizontally, making creating spaces.	Realises tools can be used for a purpose
tion pieces together to nce.	Uses simple tools and techniques competently and appropriately.
an be used for a purpose	Selects appropriate resources and adapts work where necessary.
ols and techniques nd appropriately. riate resources and	Selects tools and techniques needed to shape, assemble and join materials they are using
here necessary. Ind techniques needed to le and join materials they	Early Learning Goal They safely use and explore a variety of materials, tools and techniques,
Goal They safely use and ty of materials, tools and	EVALUATING With support selects appropriate resources
elects appropriate	Selects appropriate resources and adapts work where necessary. Technical Knowledge Pupils begin to recognise that a range of technology is
riate resources and here necessary.	used in places such as homes and schools.
vledge recognise technology is	They begin to show an interest in toys with buttons and flaps.
such as ools.	Pupils recognise a range of technology is used in places such as homes and schools.
how an interest in ons and flaps.	They select and use technology for particular purposes.
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Maximum Composing They represent their own data shout how hey sound e.g. particulations Composing They represent their own data. Shout how hey sound e.g. particulations Composing They represent their own data. Shout how hey sound e.g. particulations Performing and Sings Sings Nursery and Action Rhymes and a few familiar songs Represent their own data. Shout how hey sound e.g. particulations Performing and Sings Sings Nursery and Action Rhymes and a few familiar songs Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Recognise that pinit/yembols how merey in food. Performing and Sings Sings Nursery and Action Represent their own lates, thoughts and feelings through nurser. Performing and Sings Sings Nursery and Action Represent their own lates, thoughts and feelings through nurser. Performing and Sings Sings Nursery and Action Represent their own lates, thoughts and feelings through nurser. Performing and Sings Sings Nursery and Action Represent sounds with dawings, choow then to start and sings Recogning afferent ways at mere dawaction segnes and sings sings Nursery Rhymes, Action song	such as homes and schools. They select and use technology for particular purposes. Pupils understand the simple working characteristics of materials and components	toys with buttons and flaps. Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Pupils understand the simple working	and Action Rhymes and a few familiar songs Rhythm and Pulse Beginning to move rhythmically. Makes up rhythms Notation Recognise that print/symbols have meaning (Reading link) Appreciation Expresses preferences (PSE link) Reception Listening Listen and respond to a piece	simple working characteristics of materials and components <u>MUSIC</u> <u>Nursery</u> Listening Enjoys joining in with dancing and ring games Composing and Vocabluary Explores and learns how sounds can be changed,
	Listening Enjoys joining in with dancing and ring games Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music. Performing and Singing Sings Nursery and Action Rhymes and a few familiar songs Rhythm and Pulse Beginning to move rhythmically. Makes up rhythms Notation Recognise that print/symbols have meaning (Reading link) Appreciation Expresses preferences (PSE link) Reception Listening Listen and respond to a piece of music. Composing They represent their own ideas, thoughts and feelings through music Vocabulary Describe music they listen to in simple terms, e.g. fast, slow, loud etc Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs. Rhythm and Pulse Copy a simple rhythm by clapping or using percussion.	 Food preparation, cooking and nutrition Eats a healthy range of foodstuffs and understands need for variety in food. Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ELG- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. MUSIC Nursery Listening Enjoys joining in with dancing and ring games Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music. Performing and Singing Sings Nursery and Action Rhymes and a few familiar songs Rhythm and Pulse Beginning to move rhythmically. Makes up rhythms Notation Recognise that print/symbols have meaning (Reading link) Appreciation Expresses preferences (PSE 	 Composing They represent their own ideas, thoughts and feelings through music Vocabulary Describe music they listen to in simple terms, e.g. fast, slow, loud etc Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs. Rhythm and Pulse Copy a simple rhythm by clapping or using percussion. Notation Begin to represent sounds with drawings. Know when to start and stop from visual clues. Appreciation Talk confidently about 	 Performing and Singing Sings Nursery and Action Rhymes and a few familiar songs Rhythm and Pulse Beginning to move rhythmically. Makes up rhythms Notation Recognise that print/symbols have meaning (Reading link) Appreciation Expresses preferences (PSE link) Reception Listening Listen and respond to a piece of music. Composing They represent their own ideas, thoughts and feelings through music Vocabulary Describe music they listen to in simple terms, e.g. fast, slow, loud etc Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs. Rhythm and Pulse Copy a simple rhythm by clapping or using percussion. Notation Begin to represent sounds with drawings. Know when to start and stop from visual clues. Appreciation Talk confidently about

MUSIC Nursery

technology is used in places such as homes and schools. They select and use technology for particular	Pupils understand the simple working characteristics of materials and components
purposes.	MUSIC
Pupils understand the simple working characteristics of materials and components	
<u>MUSIC</u> Nursery	
Listening Enjoys joining in with dancing and ring games	
Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.	
Performing and Singing Sings Nursery and Action Rhymes and a few familiar songs	
Rhythm and Pulse Beginning to move rhythmically. Makes up rhythms	
Notation Recognise that print/symbols have meaning (Reading link)	
Appreciation Expresses preferences (PSE link)	
Reception	
Listening Listen and respond to a piece of music.	
Composing They represent their own ideas, thoughts and feelings through music	
Vocabulary Describe music they listen to in simple terms, e.g. fast, slow, loud etc	
Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.	
Rhythm and Pulse Copy a simple rhythm by clapping or using percussion.	
Notation Begin to represent sounds with drawings. Know when to start and stop from visual clues.	
Appreciation Talk confidently about likes and dislikes (PSE link)	



		of music.				
		Composing They represent their own				
		ideas, thoughts and feelings through				
		music				
		Vocabulary Describe music they listen				
		to in simple terms, e.g. fast, slow, loud				
		etc				
		Performing and Singing Plays alongside				
		other children who are engaged in the				
		same theme. Sings wide range of				
		Nursery Rhymes, Action songs and simple songs, exploring different ways of				
		using voice. Learns and sings simple				
		Nativity songs.				
		Rhythm and Pulse Copy a simple rhythm				
		by clapping or using percussion.				
		Notation Begin to represent sounds				
		with drawings. Know when to start and				
		stop from visual clues.				
		Appreciation Talk confidently about				
		likes and dislikes (PSE link)				
						Key Vocabulary
	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic	Cornerstones Topic
EXPRESSIVE ARTS						
	WHY DO YOU LOVE ME SO MUCH ?	WHY CAN'T I HAVE CHOCOLATE FOR	DID DRAGONS EXIST?	ARE EGGS ALIVE?	WHY IS WATER WET?	WHAT IS A SHADOW?
				7412 2000 / 121 21		
AND DESIGN-		BREAKFAST?	<u></u>		<u></u>	
AND DESIGN- BEING		BREAKFAST?				
BEING	EARLY YEARS DEVELOPMENT MATTERS	BREAKFAST?	EARLY YEARS DEVELOPMENT MATTERS			
	EARLY YEARS DEVELOPMENT MATTERS 30-50	BREAKFAST? EARLY YEARS DEVELOPMENT MATTERS 30-50	EARLY YEARS DEVELOPMENT MATTERS 30-50			
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movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. <u>ELG</u>	 movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	 movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	 movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. ELG 	 movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. 	 movement and gesture in order to express and respond to feelings, idea and experiences. Chooses particular colours to use for purpose. Introduces a storyline or narrative in their play. Plays alongside other children who a engaged in the same theme. Plays cooperatively as part of a group develop and act out a narrative. <u>ELG</u>
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories EXCEEDING Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories EXCEEDING Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories EXCEEDING Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories EXCEEDING Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories EXCEEDING Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.	Children use what they have learnt about media and materials in origina ways, thinking about uses and purpor They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, ro play and stories <u>EXCEEDING</u> Children talk about the ideas and processes which have led them to m music, designs, images or products. They can talk about features of their own and others work, recognising th differences between them and the strengths of others.
<u>Skill coverage</u>	Skill coverage	Skill coverage	Skill coverage	Skill coverage	Skill coverage
<u>Skill coverage</u>	Skill coverage ART Drawing	Skill coverage ART Drawing	Skill coverage ART Drawing	Skill coverage ART Drawing	Skill coverage ART Drawing
ART Drawing	ART Drawing Use lines to create simple	ART Drawing Use lines to create simple			
ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands,	ART Drawing	ART Drawing	ART Drawing	ART Drawing	ART Drawing
ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands,	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands,	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands,	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands,	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, h chalk, pens and pencils.
ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, chalk, pens and pencils. Use and begin to control a range of media.
ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media.	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, I chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coll paper.
ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper.	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured paper.Produce lines of different thickness and	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured paper.Produce lines of different thickness and	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured paper.Produce lines of different thickness and	ART DrawingUse lines to create simple representations.Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.Use and begin to control a range of media.Draw on different surfaces and coloured paper.Produce lines of different thickness and	ART Drawing Use lines to create simple representations. Enjoy using graphic tools, fingers, h chalk, pens and pencils. Use and begin to control a range o media. Draw on different surfaces and col paper. Produce lines of different thickness



	Painting	Painting	Painting	Painting
Painting Enjoy using a variety of tools including	Enjoy using a variety of tools including different size/ size brushes and tools i.e.	Enjoy using a variety of tools including different size/ size brushes and tools i.e.	Enjoy using a variety of tools including different size/ size brushes and tools i.e.	Enjoy using a varie different size/ size
different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.	sponge brushes, fingers, twigs.	sponge brushes, fingers, twigs.	sponge brushes, fingers, twigs.	sponge brushes, f
Recognise and name the primary colours	Recognise and name the primary colours being used.	Recognise and name the primary colours being used.	Recognise and name the primary colours being used.	Recognise and nai being used.
being used.	Use colours for a purpose.	Use colours for a purpose.	Use colours for a purpose.	Use colours for a
Use colours for a purpose. Explore working with powder and ready mixed paint on different surfaces and in	Explore working with powder and ready mixed paint on different surfaces and in different ways.	Explore working with powder and ready mixed paint on different surfaces and in different ways.	Explore working with powder and ready mixed paint on different surfaces and in different ways.	Explore working w mixed paint on dif different ways.
different ways. Look and talk about what they have produced, describing simple techniques	Look and talk about what they have produced, describing simple techniques and media used.	Look and talk about what they have produced, describing simple techniques and media used.	Look and talk about what they have produced, describing simple techniques and media used.	Look and talk abo produced, describ and media used.
and media used. Use paint to represent ideas, thoughts	Use paint to represent ideas, thoughts and feelings	Use paint to represent ideas, thoughts and feelings	Use paint to represent ideas, thoughts and feelings	Use paint to repread
and feelings		6		-
<u>D&T</u> Designing Manipulates materials to achieve a	D&T Designing Manipulates materials to achieve a planned effect.	<u>D&T</u> Designing Manipulates materials to achieve a planned effect.	<u>D&T</u> Designing Manipulates materials to achieve a planned effect.	D&T Designing Manipulates mate planned effect.
planned effect. Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a purpose in mind, using a variety of resources.	Constructs with a a variety of resour
	MAKING	MAKING	MAKING	MAKING
MAKING Uses various construction materials.	Uses various construction materials.	Uses various construction materials.	Uses various construction materials.	Uses various cons
Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Beginning to cons vertically and hori enclosures and cro
Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction pieces together to build and balance.	Joins construction build and balance
Realises tools can be used for a purpose	Realises tools can be used for a purpose	Realises tools can be used for a purpose	Realises tools can be used for a purpose	Realises tools can
Uses simple tools and techniques	Uses simple tools and techniques competently and appropriately.	Uses simple tools and techniques competently and appropriately.	Uses simple tools and techniques competently and appropriately.	Uses simple tools competently and a
competently and appropriately. Selects appropriate resources and	Selects appropriate resources and adapts work where necessary.	Selects appropriate resources and adapts work where necessary.	Selects appropriate resources and adapts work where necessary.	Selects appropriat adapts work wher
adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they	Selects tools and techniques needed to shape, assemble and join materials they are using	Selects tools and techniques needed to shape, assemble and join materials they are using	Selects tools and techniques needed to shape, assemble and join materials they are using	Selects tools and t shape, assemble a are using
are using Early Learning Goal They safely use and explore a variety of materials, tools and techniques,	Early Learning Goal They safely use and explore a variety of materials, tools and techniques,	Early Learning Goal They safely use and explore a variety of materials, tools and techniques,	Early Learning Goal They safely use and explore a variety of materials, tools and techniques,	Early Learning Go explore a variety o techniques,
EVALUATING With support selects appropriate resources	EVALUATING With support selects appropriate resources	EVALUATING With support selects appropriate resources	EVALUATING With support selects appropriate resources	EVALUATING With support sele resources
	Selects appropriate resources and adapts work where necessary.	Selects appropriate resources and adapts work where necessary.	Selects appropriate resources and adapts work where necessary.	Selects appropriat adapts work wher
Selects appropriate resources and adapts work where necessary. Technical Knowledge	Technical Knowledge Pupils begin to recognise	Technical Knowledge Pupils begin to recognise	Technical Knowledge Pupils begin to recognise	Technical Knowle Pupils begin to re-

variety of tools including / size brushes and tools i.e. nes, fingers, twigs.

id name the primary colours

or a purpose.

ting with powder and ready on different surfaces and in

c about what they have escribing simple techniques sed.

represent ideas, thoughts

materials to achieve a

ith a purpose in mind, using esources.

construction materials.

construct, stacking blocks horizontally, making nd creating spaces.

uction pieces together to ance.

s can be used for a purpose

tools and techniques and appropriately.

opriate resources and where necessary.

and techniques needed to and join materials they

ng Goal They safely use and iety of materials, tools and

selects appropriate

opriate resources and where necessary. **owledge** to recognise of technology is

Painting

Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.

Recognise and name the primary colours being used.

Use colours for a purpose.

Explore working with powder and ready mixed paint on different surfaces and in different ways.

Look and talk about what they have produced, describing simple techniques and media used.

Use paint to represent ideas, thoughts and feelings

<u>D&T</u>

Designing Manipulates materials to achieve a planned effect.

Constructs with a purpose in mind, using a variety of resources.

MAKING

Uses various construction materials.

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Joins construction pieces together to build and balance.

Realises tools can be used for a purpose

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

Selects tools and techniques needed to shape, assemble and join materials they are using

Early Learning Goal They safely use and explore a variety of materials, tools and techniques,

EVALUATING With support selects appropriate resources

Selects appropriate resources and adapts work where necessary. **Technical Knowledge** Pupils begin to recognise that a range of technology is



that a range of technology is	used in places such as	used in places such as	used in places such as	used in places suc
used in places such as	homes and schools.	homes and schools.	homes and schools.	homes and school
homes and schools.	They begin to show an interest in	They begin to show an interact in	They begin to show an interact in	They begin to she
They begin to show an interest in	toys with buttons and flaps.	They begin to show an interest in toys with buttons and flaps.	They begin to show an interest in toys with buttons and flaps.	They begin to show toys with buttons
toys with buttons and flaps.	toys with buttons and hups.	toys with buttons and hups.	toys with buttons and hups.	toys with battons
	Pupils recognise a range of	Pupils recognise a range of	Pupils recognise a range of	Pupils recognise a
Pupils recognise a range of	technology is used in places	technology is used in places	technology is used in places	technology is used
technology is used in places	such as homes and schools.	such as homes and schools.	such as homes and schools.	such as homes and
such as homes and schools.	They select and use	They select and use	They select and use	They select and us
They select and use	technology for particular	technology for particular	technology for particular	technology for par
technology for particular purposes.	purposes.	purposes.	purposes.	purposes.
purposes.	Pupils understand the	Pupils understand the	Pupils understand the	Pupils understand
Pupils understand the	simple working	simple working	simple working	simple working
simple working	characteristics of materials	characteristics of materials	characteristics of materials	characteristics of r
characteristics of materials	and components	and components	and components	and components
and components				
MUSIC	MUSIC	MUSIC	MUSIC	MUSIC
MOSIC	Nursery	Nursery	Nursery	Nursery
Nursery				
	Listening Enjoys joining in with dancing	Listening Enjoys joining in with dancing	Listening Enjoys joining in with dancing	Listening Enjoys j
Listening Enjoys joining in with dancing and ring games	and ring games	and ring games	and ring games	and ring games
	Composing and Vocabluary Explores	Composing and Vocabluary Explores	Composing and Vocabluary Explores	Composing and V
Composing and Vocabluary Explores	and learns how sounds can be changed,	and learns how sounds can be changed,	and learns how sounds can be changed,	and learns how so
and learns how sounds can be changed,	talks about how they sound – e.g quiet,	talks about how they sound – e.g quiet,	talks about how they sound – e.g quiet,	talks about how th
talks about how they sound – e.g quiet, loud. Captures experiences with music.	loud. Captures experiences with music.	loud. Captures experiences with music.	loud. Captures experiences with music.	loud. Captures ex
	Performing and Singing Sings Nursery	Performing and Singing Sings Nursery	Performing and Singing Sings Nursery	Performing and Si
Performing and Singing Sings Nursery	and Action Rhymes and a few familiar	and Action Rhymes and a few familiar	and Action Rhymes and a few familiar	and Action Rhyme
and Action Rhymes and a few familiar	songs	songs	songs	songs
songs	Rhythm and Pulse Beginning to move	Rhythm and Pulse Beginning to move	Rhythm and Pulse Beginning to move	Rhythm and Pulse
Rhythm and Pulse Beginning to move	rhythmically. Makes up rhythms	rhythmically. Makes up rhythms	rhythmically. Makes up rhythms	rhythmically. Mak
rhythmically. Makes up rhythms	Notation Recognise that print/symbols	Notation Recognise that print/symbols	Notation Recognise that print/symbols	Notation Recognis
Notation Recognise that print/symbols	have meaning (Reading link)	have meaning (Reading link)	have meaning (Reading link)	have meaning (Re
have meaning (Reading link)	Appreciation Expresses preferences (PSE	Appreciation Expresses preferences (PSE	Appreciation Expresses preferences (PSE	Appreciation Expr
Appreciation Expresses preferences (PSE		link)	link)	link)
link)				
Pocontion	Reception	Reception	Reception	Reception
Reception	Listening Listen and respond to a piece	Listening Listen and respond to a piece	Listening Listen and respond to a piece	Listening Listen a
Listening Listen and respond to a piece	of music.	of music.	of music.	of music.
of music.	Composing They represent their own	Composing They represent their own	Composing They represent their own	Composing They
Composing They represent their own	ideas, thoughts and feelings through	ideas, thoughts and feelings through	ideas, thoughts and feelings through	ideas, thoughts an
ideas, thoughts and feelings through	music	music	music	music
music	Vocabulary Describe music they listen	Vocabulary Describe music they listen	Vocabulary Describe music they listen	Vocabulary Desc
Vocabulary Describe music they listen	to in simple terms, e.g. fast, slow, loud	to in simple terms, e.g. fast, slow, loud	to in simple terms, e.g. fast, slow, loud	to in simple terms
to in simple terms, e.g. fast, slow, loud	etc	etc	etc	etc
etc	Performing and Singing Plays alongside	Performing and Singing Plays alongside	Performing and Singing Plays alongside	Performing and Si
Performing and Singing Plays alongside	other children who are engaged in the	other children who are engaged in the	other children who are engaged in the	other children who
other children who are engaged in the	same theme. Sings wide range of	same theme. Sings wide range of	same theme. Sings wide range of	same theme. Sing
same theme. Sings wide range of	Nursery Rhymes, Action songs and	Nursery Rhymes, Action songs and	Nursery Rhymes, Action songs and	Nursery Rhymes, A
Nursery Rhymes, Action songs and	simple songs, exploring different ways of	simple songs, exploring different ways of	simple songs, exploring different ways of	simple songs, expl
simple songs, exploring different ways of using voice. Learns and sings simple	using voice. Learns and sings simple	using voice. Learns and sings simple	using voice. Learns and sings simple	using voice. Learns
Nativity songs.	Nativity songs.	Nativity songs.	Nativity songs.	Nativity songs.
	Rhythm and Pulse Copy a simple rhythm	Rhythm and Pulse Copy a simple rhythm	Rhythm and Pulse Copy a simple rhythm	Rhythm and Pulse
Rhythm and Pulse Copy a simple rhythm	by clapping or using percussion.	by clapping or using percussion.	by clapping or using percussion.	by clapping or usir

I in places such as nes and schools.

begin to show an interest in with buttons and flaps.

ils recognise a range of nology is used in places as homes and schools. / select and use nology for particular

ils understand the

racteristics of materials components

ening Enjoys joining in with dancing

posing and Vocabluary Explores learns how sounds can be changed, about how they sound – e.g quiet, I. Captures experiences with music.

orming and Singing Sings Nursery Action Rhymes and a few familiar

thm and Pulse Beginning to move hmically. Makes up rhythms

ation Recognise that print/symbols e meaning (Reading link)

reciation Expresses preferences (PSE

tening Listen and respond to a piece

posing They represent their own s, thoughts and feelings through

abulary Describe music they listen simple terms, e.g. fast, slow, loud

orming and Singing Plays alongside er children who are engaged in the e theme. Sings wide range of sery Rhymes, Action songs and ole songs, exploring different ways of ig voice. Learns and sings simple

thm and Pulse Copy a simple rhythm lapping or using percussion.

used in places such as homes and schools.

They begin to show an interest in toys with buttons and flaps.

Pupils recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Pupils understand the simple working characteristics of materials and components

MUSIC

<u>Nursery</u>

Listening Enjoys joining in with dancing and ring games

Composing and Vocabluary Explores and learns how sounds can be changed, talks about how they sound – e.g quiet, loud. Captures experiences with music.

Performing and Singing Sings Nursery and Action Rhymes and a few familiar songs

Rhythm and Pulse Beginning to move rhythmically. Makes up rhythms

Notation Recognise that print/symbols have meaning (Reading link)

Appreciation Expresses preferences (PSE link)

Reception

Listening Listen and respond to a piece of music.

Composing They represent their own ideas, thoughts and feelings through music

Vocabulary Describe music they listen to in simple terms, e.g. fast, slow, loud etc

Performing and Singing Plays alongside other children who are engaged in the same theme. Sings wide range of Nursery Rhymes, Action songs and simple songs, exploring different ways of using voice. Learns and sings simple Nativity songs.

Rhythm and Pulse Copy a simple rhythm by clapping or using percussion.



by clapping or using percussion.	Notation Begin to represent sounds	Notation Begin to represent sounds	Notation Begin to represent sounds	Notation Begin to
Notation Begin to represent sounds with drawings. Know when to start and	with drawings. Know when to start and stop from visual clues.	with drawings. Know when to start and stop from visual clues.	with drawings. Know when to start and stop from visual clues.	with drawings. K stop from visual o
stop from visual clues.	Appreciation Talk confidently about	Appreciation Talk confidently about	Appreciation Talk confidently about	Appreciation Ta
Appreciation Talk confidently about likes and dislikes (PSE link)	likes and dislikes (PSE link)	likes and dislikes (PSE link)	likes and dislikes (PSE link)	likes and dislikes

to represent sounds Know when to start and I clues.	Notation Begin to represent sounds with drawings. Know when to start and stop from visual clues.
alk confidently about es (PSE link)	Appreciation Talk confidently about likes and dislikes (PSE link)
	Key Vocabulary