

# Easebourne C.E. Primary School EYFS Sequential Development of Learning

## Communication and Language

### Listening, Attention and Understanding ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  
 Make comments about what they have heard and ask questions to clarify their understanding  
 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  
 (Skills progressing from left to right)

Understanding, Attention and Listening	<ul style="list-style-type: none"> <li>- Join in with appropriate group activities, e.g. Nursery rhymes, Story Time.</li> <li>- Follows simple, routined instruction, e.g. Come to the carpet.</li> <li>- Plays a simple, motivating game for a few minutes, e.g. catching a ball.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to use some active listening skills; face the speaker, body still, paying attention.</li> <li>- Follows simple instructions well. E.g. Get a pencil, find your bag.</li> <li>- Responds to a peers request (e.g. Can I have the ball?) and replies.</li> <li>- Learn (and use) new words from familiar texts.</li> <li>- Begins to answer “How” questions, e.g. How did this get broken?</li> </ul>	<ul style="list-style-type: none"> <li>- Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</li> <li>- Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions.</li> <li>- Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.</li> <li>- Ask questions when they don’t know what a word means.</li> <li>- Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn’t carry it because it was too heavy”.</li> <li>- Begins to answer “Why” questions, perhaps with adult support.</li> </ul>	<p>In Key Stage 1 and 2:</p> <ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary</li> <li>- articulate and justify answers, arguments and opinions</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- speak audibly and fluently with an increasing command of Standard English</li> <li>- participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>- gain, maintain and monitor the interest of the listener(s)</li> <li>- consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>- select and use appropriate registers for effective communication.</li> </ul>

## Speaking ELG

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

(Skills progressing from left to right)

### Speaking

#### By two years:

- use over 50 single words like 'juice', 'car', 'biscuit'
- be starting to put short sentences together with two to three words, such as "more juice" or "bye-bye daddy"
- be asking simple questions such as "what that?", "who that?". They might do this quite a lot!
- understand between 200 and 500 words
- understand simple questions and instructions like "where's baby", "go and get your coat", "mummy's turn"
- enjoy pretend play with their toys, such as feeding dolly or pretending to drive a car, usually making noises and talking while playing
- become very frustrated when they cannot get their message across. This is one reason for toddler tantrums

#### By three years:

- use up to 300 words. They will use different types of words to do different things, E.g. to describe what things look like • 'big', 'soft' • where they are – 'under', 'on' • what they are for – 'eating', 'playing' • that say who they are – 'me' • to describe how many - 'lots'
- refer to something that has happened in the past
- put 4 or 5 words together to make short sentences, such as "me want more juice", "him want his coat"
- ask lots of questions
- have clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'. They often have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r'. However, people who know them can mostly understand them
- listen to and remember simple stories with pictures
- understand longer instructions, such as "put on your coat and get your bag" or "where's mummy's coat?"
- understand simple 'who', 'what' and 'where' questions
- play more with other children and join in with play
- play more complex imaginative games
- be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times
- be able to recognise how other people feel and will try to do something about it, E.g "Ah, Josie sad. She need a hug."

#### By four years:

- ask lots of questions using words like 'what', 'where' and 'why'
- be able to answer questions about 'why' something has happened
- use longer sentences and link sentences together, E.g. "I had pizza for tea and then I played in the garden"
- describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch"
- have mostly clear speech, though will continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'
- listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as "Who did Cinderella dance with at the ball?", "Were Cinderella's sisters kind?"
- understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers
- enjoy make-believe play
- start to like simple jokes – though often their own jokes make little sense
- start to be able to plan games with others

#### By five years:

- Take turns in much longer conversations
- Use sentences that are well formed for example "I had spaghetti for tea and Jamelia's house"
- Be learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a word means.
- Be able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story
- Use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant' and some speech sounds such as 'r' and 'th' may still be difficult.
- enjoy listening to stories, songs and rhymes and will start to make up their own
- ask relevant questions or make relevant comments in relation to what they have heard
- understand spoken instructions without stopping what they are doing to look at the speaker
- understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'
- understand words that describe sequences such as "first we are going to the shop, next we will play in the park"
- choose their own friends
- use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations
- use talk to help work out problems to organise their thinking and take part in activities

## Personal, Social and Emotional Development

### Self-Regulation ELG

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  
 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  
 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  
 (Skills progressing from left to right)

<b>Self Regulation</b>	<ul style="list-style-type: none"> <li>- Express their feelings and give simple reasons, e.g. I want Mummy.</li> <li>- Seek help through finding an adult.</li> <li>- Allow an adult to comfort them.</li> <li>- Recognise when a peer is upset.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.</li> <li>- Explain to an adult what has happened when they are upset.</li> <li>- “Bounce back” quicker after upsets and with more independence.</li> <li>- Follow familiar, routined instructions independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i></li> <li>- Begin to solve small conflicts through speaking to each other and being assertive, e.g. <i>“Stop that, I don’t like it”</i> or <i>“Can I have a turn when you are finished?”</i></li> <li>- Follow two-step instructions.</li> <li>- Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiate assertively to organise a game or solve a conflict.</li> <li>- Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource.</li> <li>- Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths.</li> </ul>
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### Managing Self ELG

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  
 Explain the reasons for rules, know right from wrong and try to behave accordingly  
 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  
 (Skills progressing from left to right)

<b>Managing Self</b>	<ul style="list-style-type: none"> <li>- Use the toilet independently.</li> <li>- Take their coat off and put it on.</li> <li>- Follow a simple instruction as part of a group, e.g. sit down, let’s go outside.</li> <li>- Join in an activity when invited by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the toilet independently and wash their hands well, knowing why this is important.</li> <li>- Undress independently for P.E., with help for buttons</li> <li>- Do up their coat.</li> <li>- Abide by most of the rules of the classroom.</li> <li>- Try new activities independently or with peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Dress and undress for PE independently.</li> <li>- Discuss healthy food choices.</li> <li>- Sort healthy foods from less nutritional food.</li> <li>- Discuss sensible choices.</li> <li>- Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</li> <li>- Begin to persevere when something is challenging.</li> <li>- Work on short activities independently, e.g. a Phonics game.</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently speak in a large group context, e.g. answering a question in assembly.</li> <li>- Enjoy more challenging activities and set goals for themselves that stretch their abilities.</li> <li>- Try different approaches when solving problems and be able to discuss what they have done.</li> </ul>
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### Building Relationships ELG

Work and play cooperatively and take turns with others  
 Form positive attachments to adults and friendships with peers  
 Show sensitivity to their own and to others’ needs.  
 (Skills progressing from left to right)

<b>Building</b>	<ul style="list-style-type: none"> <li>- Play alongside new peers and ‘with’ familiar peers.</li> <li>- Show interest in their new peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Join in with a group of children who are playing.</li> <li>- Form some closer friendships and seek them out to initiate play.</li> <li>- Speak to peers within a game or activity.</li> <li>- Take turns, with adult support, e.g. when playing a board game.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold back &amp; forth conversations, listening to their peers’ ideas and responding appropriately.</li> <li>- Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> <li>- Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.</li> <li>- Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</li> </ul>	<ul style="list-style-type: none"> <li>- Play and organise games with rules.</li> <li>- Understand that different children have different viewpoints and opinions.</li> <li>- They resolve minor disagreements through listening to each other to come up with a fair solution.</li> </ul>
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## Physical Development

### Gross Motor Skills ELG


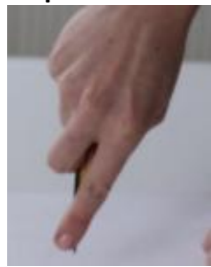










Negotiate space and obstacles safely, with consideration for themselves and others  
 Demonstrate strength, balance and coordination when playing  
 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  
 (Skills progressing from left to right)

	<ul style="list-style-type: none"> <li>- walks smoothly and turns corners</li> <li>- begins running</li> <li>- is able to pull or carry a toy whilst walking.</li> <li>- Climbs onto or down from furniture without assistance</li> <li>- Walks up and down steps with support</li> <li>- Picks up toys from the floor without falling over.</li> </ul>	<ul style="list-style-type: none"> <li>- Imitates standing on one foot.</li> <li>- Imitates simple bilateral movements of limbs</li> <li>- Climbs jungle gym and ladders.</li> <li>- Pedals a tricycle</li> <li>- Walks up and down stairs alternating feet</li> <li>- Jumps in place with two feet together</li> <li>- Able to walk on tip toes.</li> <li>- Catches using body.</li> </ul>	<ul style="list-style-type: none"> <li>- Stands on one foot for up to 5 seconds.</li> <li>- Kicks a ball forwards</li> <li>- Throws a ball overarm</li> <li>- Catches a ball that has been bounced</li> <li>- Runs around obstacle</li> <li>- Able to walk on a line</li> <li>- Able to hop on one foot</li> <li>- Jumps over an object and lands with both feet together.</li> </ul>	<ul style="list-style-type: none"> <li>- Walk up stairs whilst holding an object</li> <li>- Walk backwards toe-heel</li> <li>- Jumps forward 10 times without falling</li> <li>- Skips forwards after demonstration</li> <li>- Hangs from a bar for 5 seconds</li> <li>- Skips forward with leg on same side as throwing arm when throwing a ball.</li> <li>- Catches a small ball using hands only</li> </ul>	<ul style="list-style-type: none"> <li>- Runs lightly on toes.</li> <li>- Able to walk on a balance beam.</li> <li>- Able to skip using a skipping rope</li> <li>- Can cover 2 metres when hopping</li> <li>- Demonstrates mature throwing and catching</li> <li>- Refined jumping skills</li> </ul>	<p>Key Stage 1:                  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> <li>- perform dances using simple movement patterns.</li> </ul>
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### Fine Motor Skills ELG

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  
 Use a range of small tools, including scissors, paint brushes and cutlery  
 Begin to show accuracy and care when drawing  
 (Skills progressing from left to right)

Picks up small crumbs, raisins with pincer grasp. Holds spoon but cannot yet use by themselves.	Holds spoon, brings to mouth and licks, but usually cannot prevent it from tipping over. Holds and drinks from cup when adults holds and tips back.	Holds spoon, gets food safely to mouth, chews well. Holds cup between both hands, drinks without much spillage, but may be unable to place back on table	Spoon feeds without spilling, chews competently. Lifts cup and replaces on table without difficulty. Asks for food and drink.	Eats skilfully with spoon and may start to use fork.	Eats independently with fork and spoon.	Eats skilfully with fork and spoon	Uses fork competently and beginning to use knife for cutting, but may still need help with tougher textures ie meats		
Holds scissors, often with both hands, learning to open and close the blades.	Open and closes blades but not on paper yet.	Starts snipping paper (not moving forwards with the scissors but making small snips)	Snips paper moving forwards	Uses helping hand to guide the paper (non dominant hand)	Cuts a straight line improving in accuracy	Cuts a curved line improving in accuracy	Cuts a circle shape improving in accuracy	Cuts a square shape improving in accuracy	Cuts complex shapes such as figures with accuracy.
Pile and stack shapes and clumps of playdough	Can bang and pound the playdough to form different shapes.	Can squash, pinch and poke the playdough with hands.	Can squash, pinch and poke the playdough with tools.	Can roll a sausage shape.	Can roll the sausage shape into a coil.	Can roll dough into a ball.	Can roll out and cut out using cooking cutters.	Can join shapes made together to create recognisable forms.	

<p><b>Fisted Grip:</b></p>  <p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip</p>	<p><b>Digital Pronate Grip:</b></p>  <p>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.</p>	<p><b>4 Finger Grip:</b></p>  <p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p><b>Hooked Wrist or Extended Wrist:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Cross Thumb:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Thumb Tuck:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Joint of index finger and thumb in a flexed position:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Index finger joint in hyper extended position:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Thumb in hyper extended position:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Static tripod grip:</b></p>  <p>3 finger grasp, fingers move as one: A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Lateral Tripod:</b></p>  <p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>	<p><b>Dynamic Tripod Grip:</b></p>  <p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>
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**Literacy**

**Comprehension ELG**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary  
 Anticipate – where appropriate – key events in stories  
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  
 (Skills progressing from left to right)

<b>Comprehension</b>	Show a preference for a book song or rhyme	Talk about events and characters in a story read to them. Join in with rhymes and stories Fill in missing words from well known rhymes.	Show interest and answer simple questions about the text. Use words that I know to check my reading makes sense. Read and reread books to build confidence in understanding and enjoyment Engage in extended conversations about stories learning and new vocabulary.	Deomnstrate undestanding when talking about what I have read Repeat words or phrases to check my reading.	Begin to notice if my reading makes sense and looks right. Think about what I already know to help me with my reading, Say thymes by heart Sometimes notice errors Know that illustrations can help me make sense of my reading.
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**Word Reading ELG**

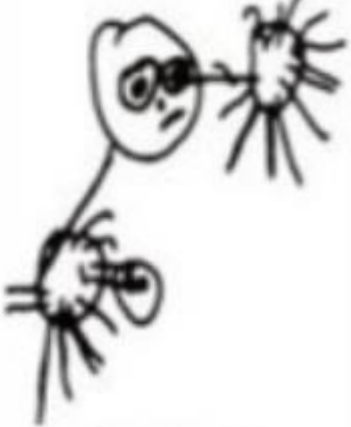



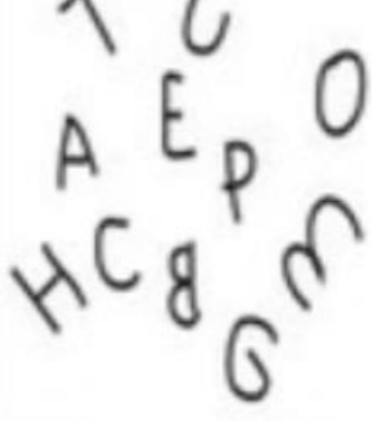

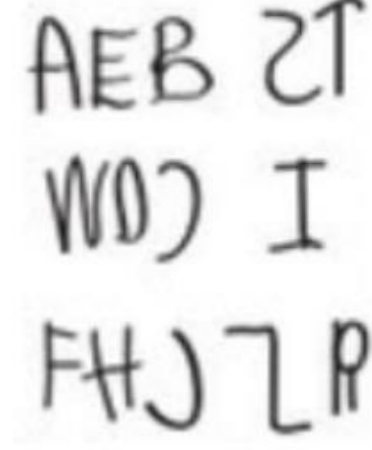
Say a sound for each letter in the alphabet and at least 10 digraphs  
 Read words consistent with their phonic knowledge by sound-blending  
 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  
 (Skills progressing from left to right)

<b>Tricky Words:</b> is I the	<b>Tricky Words:</b> pull put full as and has his her go no to into she push he of we me be	<b>Tricky Words:</b> was you they my by all are sure pure	<b>Tricky Words:</b> said so have like some come love do were here little says there when what one out today	<b>Year 1:</b> oh Mrs people Mr Called looked could asked their.
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s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	ai ee igh oa oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	In Year 1: Review Phase 3 GPCs Review Phase 4 cvcc ccvc and ccvcc and cccvc Begin Phase 5
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**Writing ELG**

Write recognisable letters, most of which are correctly formed  
 Spell words by identifying sounds in them and representing the sounds with a letter or letters  
 Write simple phrases and sentences that can be read by others.  
 (Skills progressing from left to right)

<b>Writing</b>	Pictures (Picture tells a story to convey a message) 	Random Scribbling (Starting point at any point of paper) 	Scribble Writing (Progression is from left to right) 	Symbols that represent letters (mock letters or symbols) 	Random letters 	Letter Strings (letter strings moving from left to right) 	Letter groups (Separated by spaces to resemble words) 
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Environmental print: Awareness of print, copied from surroundings. 		Beginning sounds. Random and initial consonants. 		Initial and final sounds appear 		Vowel sounds appear. Evidence of tricky words. Medial sound may be written initially as a consonant. 		All syllables represented – child hears beginning middle and end sounds. 		Inventive spelling of whole sentence writing. 		Multiple sentences with many words spelt correctly. 					
I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write CVC words using phase 2 sounds. I am starting to write phase 2 tricky words.	I can write some CVC words using some digraphs. I am starting to write some phase 3 tricky words.	I can write simple captions/lists to match a picture.	I can write a simple sentence using phonic knowledge and knowledge of tricky words.	I am starting to use a full stop. I can reread what I've written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelt correctly and others are phonetically plausible. I can spell many HFW.							
<b>Tricky Words:</b> I, the, he, she, we, be, me				<b>Tricky Words:</b> go, no, to, was, saw				<b>Tricky Words:</b> my, you, they, all, are									
Sound talking	/s/ /a/ /t/ /p/	/i/ /n/ /m/ /d/	/g/ /o/ /c/ /k/	/ck/ /e/ /u/ /r/	/h/ /b/ /f/ /ff/ /l/ /ll/ /ss/	/j/ /v/ /w/ /x/	/y/ /z/ /zz/ /qu/	/ch/ /sh/ /th/ /ng/	/ay/ /ee/ /igh/ /ow/	/oo/ /oo/ /ar/ /or/	/er/ /ou/ /oy/ /air/	CVC words	CVCC and CCVC words	CCVCC CCCVC and CCCVCC words	Syllables	Letter Names	Upper and lower Case Letters

## Mathematics

### Number ELG

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns ELG

Verbally count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

(Skills progressing from left to right)

<p>Match Sort and Compare</p> <ul style="list-style-type: none"> <li>- Match objects</li> <li>- Match pictures and objects</li> <li>- Identify a set</li> <li>- Sort objects to a type</li> <li>- Explore sorting techniques</li> <li>- Create sorting rules</li> <li>- Compare amounts</li> </ul> <p>Talk about measure and patterns</p> <ul style="list-style-type: none"> <li>- Compare size</li> <li>- Compare mass</li> <li>- Compare capacity</li> <li>- Explore simple patterns</li> <li>- Copy and continue simple patterns</li> <li>-</li> </ul>	<p>It's Me 1 2 3</p> <ul style="list-style-type: none"> <li>- Find 1 2 and 3</li> <li>- Subitise 1 2 and 3</li> <li>- Represent 1 2 and 3</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 1 2 and 3</li> </ul> <p>Circles and triangles</p> <ul style="list-style-type: none"> <li>- Identify and name circles and triangles</li> <li>- Compare circles and triangles</li> <li>- Shapes in the environment</li> <li>- Describe position</li> </ul> <p>1,2,3,4,5</p> <ul style="list-style-type: none"> <li>- Find 4 and 5</li> <li>- Subitise 4 and 5</li> <li>- Represent 4 and 5</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 4 and 5</li> <li>- Composition of 1 to 5</li> </ul> <p>Shapes with 4 Sides</p> <ul style="list-style-type: none"> <li>- Identify and name shapes with 4 sides</li> <li>- Combine shapes with 4 sides</li> <li>- Shapes in the environment</li> <li>- My day and night</li> </ul>	<p>Alive in 5</p> <ul style="list-style-type: none"> <li>- Introduce zero</li> <li>- Find 0 to 5</li> <li>- Subitise 0 to 5</li> <li>- Represent 0 to 5</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition</li> <li>- Conceptual subitising to 5.</li> </ul> <p>Mass and Capacity</p> <ul style="list-style-type: none"> <li>- Compare mass</li> <li>- Find a balance</li> <li>- Explore capacity</li> <li>- Compare capacity</li> </ul> <p>Growing 6 7 8</p> <ul style="list-style-type: none"> <li>- Find 6 7 and 8</li> <li>- Represent 6 7 and 8</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition of 6 7 8</li> <li>- Make pairs odd and even</li> <li>- Find a double to 8</li> <li>- Make a double to 8</li> <li>- Combine 2 groups</li> <li>- Conceptual subitising</li> </ul> <p>Length and Height and Time</p> <ul style="list-style-type: none"> <li>- Explore length</li> <li>- Compare length</li> <li>- Explore height</li> <li>- Compare height</li> <li>- Talk about time</li> <li>- Order and sequence time</li> </ul>	<p>Building 9 and 10</p> <ul style="list-style-type: none"> <li>- Find 9 and 10</li> <li>- Compare numbers to 10</li> <li>- Represent 9 and 10</li> <li>- Conceptual subitising to 10</li> <li>- 1 more</li> <li>- 1 less</li> <li>- Composition to 10</li> <li>- Bonds to 10</li> <li>- Make arrangements of 10</li> <li>- Bonds to 10 (3 parts)</li> <li>- Double to 10</li> <li>- Explore odd and even</li> </ul> <p>Explore 3D Shapes</p> <ul style="list-style-type: none"> <li>- Recognise and name 3d shapes</li> <li>- Find 2d shapes within 3d shapes</li> <li>- Use 3d shapes for tasks</li> <li>- 3d shapes in the environment</li> <li>- Identify more complex patterns</li> <li>- Copy and continue patterns</li> <li>- Patterns in the environment</li> </ul>	<p>To 20 and beyond</p> <ul style="list-style-type: none"> <li>- Build numbers beyond 10</li> <li>- Continue patterns beyond 10</li> <li>- Verbal counting beyond 20</li> <li>- Verbal counting patterns</li> </ul> <p>How many now?</p> <ul style="list-style-type: none"> <li>- Add more</li> <li>- How many did I add?</li> <li>- Take away</li> <li>- How many did I take away?</li> </ul> <p>Manipulate compose and decompose</p> <ul style="list-style-type: none"> <li>- Select shapes for a purpose</li> <li>- Rotate shapes</li> <li>- Manipulate shapes</li> <li>- Explain shape arrangements</li> <li>- Compose shapes</li> <li>- Decompose shapes</li> <li>- Copy 2d shape pictures</li> <li>- Find 2d shapes within 3d shapes.</li> </ul>	<p>Sharing and grouping</p> <ul style="list-style-type: none"> <li>- Explore sharing</li> <li>- Sharing</li> <li>- Explore grouping</li> <li>- Grouping</li> <li>- Even and odd sharing</li> <li>- Play with and build doubles</li> </ul> <p>Visualise build and map</p> <ul style="list-style-type: none"> <li>- Identify units of repeating patterns</li> <li>- Create pattern rules</li> <li>- Explore pattern rules</li> <li>- Replicate patterns</li> <li>- Visualise from different positions</li> <li>- Describe positions</li> <li>- Give instructions to build</li> <li>- Explore mapping</li> <li>- Represent maps with models</li> <li>- Create maps from familiar places</li> <li>- Create own maps and plans from story situations</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>- Deepen understanding</li> <li>- Patterns and relationships</li> </ul>
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## Understanding the World

### Past and Present ELG

Talk about the lives of the people around them and their roles in society  
 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class  
 Understand the past through settings, characters and events encountered in books read in class and storytelling  
 (Skills progressing from left to right)

<p>Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London".</p>	<ul style="list-style-type: none"> <li>- Talk about people around them in good detail, describing their roles, interests or news about them.</li> <li>- Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake"</li> <li>- Understand that the past is the time "before now".</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss images of the past and contrast them in discussion, e.g. "<i>They are travelling on a horse and cart because there were no cars like we have then</i>".</li> <li>- Listen to, respond and ask questions about fiction &amp; non-fiction books about characters from the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest reasons why people's lives were different in the past, making more thoughtful links, e.g. <i>We don't have photographs of Jesus because cameras didn't exist then.</i></li> <li>- Have a personal interest in a particular character/period/area of the past that they are knowledgeable about.</li> <li>- Make links between how events in the past have influenced our present, e.g. When listening to Amelia Earhart's story, discusses the opportunities women have today and what has changed.</li> </ul>	<p>Key Stage 1:</p> <ul style="list-style-type: none"> <li>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>- significant historical events, people and places in their own locality</li> </ul>
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### People, Culture and Communities ELG

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  
 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  
 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  
 (Skills progressing from left to right)

<ul style="list-style-type: none"> <li>- Notice similarities and differences between people, reflecting on differences positively.</li> <li>- Know that they may come from a different country from other children and understand that these are different places.</li> <li>- Show interests in different occupations, e.g. role-playing police or doctors.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</li> <li>- Share their experiences of local features of our community, e.g. playground, the green, the church, the shops, the school, Haslemere (Dylans, Tesco etc), Midhurst (castle, shops etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Look at maps of our school/area and discuss the features they notice. Make their own maps.</li> <li>- Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</li> <li>- Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "<i>There are no lions in England but there are in Africa</i>" or "<i>In Spain, the weather is warmer than here</i>".</li> </ul>	<ul style="list-style-type: none"> <li>- Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.</li> <li>- Understand that people have different beliefs/customs/traditions and it is important we respect these.</li> <li>- Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes.</li> </ul>	<p>Year 1:</p> <p>Judaism – What is harvest and how do Christians care for the world? What is Yom Kippur.</p> <p>Hinduism – How do Hindus celebrate their time together?</p> <p>Islam – What are the special places of worship in Islam?</p> <p>Christianity- What is the Easter story?</p> <p>Buddhism – How do Buddhists use giving to make others happy?</p>
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<ul style="list-style-type: none"> <li>- Notice similarities and differences between people, reflecting on differences positively.</li> <li>- Know that they may come from a different country from other children and understand that these are different places.</li> <li>- Show interests in different occupations, e.g. role-playing police or doctors.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</li> <li>- Share their experiences of local features of our community, e.g. playground, the green, the church, the shops, the school, Haslemere (Dylans, Tesco etc), Midhurst (castle, shops etc), Petworth.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at maps of our school/area and discuss the features they notice. Make their own maps.</li> <li>- Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</li> <li>- Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. <i>“There are no lions in England but there are in Africa”</i> or <i>“In Spain, the weather is warmer than here”</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.</li> <li>- Understand that people have different beliefs/customs/traditions and it is important we respect these.</li> <li>- Make more thorough comparisons between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes.</li> </ul>	<p>Key Stage 1: Locational knowledge</p> <ul style="list-style-type: none"> <li>☑ name and locate the world’s seven continents and five oceans</li> <li>☑ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>☑ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>☑ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>☑ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>☑ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>☑ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
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**The Natural World ELG**

Explore the natural world around them, making observations and drawing pictures of animals and plants  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  
(Knowledge and Skills from two columns combining in different themes at different points in the year).

<p>Animals, excluding Humans</p> <ul style="list-style-type: none"> <li>- Name and describe animals that live in different habitats.</li> <li>- Describe different habitats.</li> </ul> <p>Humans</p> <ul style="list-style-type: none"> <li>- Describe people who are familiar to them.</li> <li>- Learn about how to take care of themselves.</li> </ul> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> <li>- Explore the plants in the surrounding natural environment.</li> <li>- Explore the animals in the surrounding natural environment.</li> <li>- Explore plants and animals in contrasting natural environments.</li> </ul> <p>Seasonal Changes</p> <ul style="list-style-type: none"> <li>- Play and explore outside in all seasons and in different weathers.</li> <li>- Observe living things throughout the year.</li> </ul> <p>Materials including changing materials</p> <ul style="list-style-type: none"> <li>- Explore a range of materials including natural materials.</li> <li>- Make objects from different materials, including natural materials.</li> <li>- Observe, measure and record how materials change when heated and cooled.</li> <li>- Compare how materials change over time and in different conditions.</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>- Explore shadows.</li> <li>- Explore rainbows.</li> </ul> <p>Forces</p> <ul style="list-style-type: none"> <li>- Explore how to change how things work.</li> <li>- Explore how the wind can move objects.</li> <li>- Explore how objects move in water.</li> </ul> <p>Sound</p> <ul style="list-style-type: none"> <li>- Listen to sounds outside and identify the source.</li> <li>- Make sounds.</li> </ul> <p>Earth and Space</p> <ul style="list-style-type: none"> <li>- Learn about the Earth, Sun, Moon, Plants and stars.</li> <li>- Learn about Space travel.</li> </ul>	<p>Working Scientifically</p> <ul style="list-style-type: none"> <li>- Show curiosity and ask questions</li> <li>- Make direct comparisons</li> <li>- Identify sort and group</li> <li>- Record their observations by drawing taking photographs using sorting rings or boxes and simple tick sheet</li> <li>- Talk about what they have done and found out</li> <li>- Using observations to help them to answer their questions</li> </ul>	<p>Key Stage 1:</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
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## Expressive Arts and Design

### Creating with Materials ELG

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  
Share their creations, explaining the process they have used  
Make use of props and materials when role playing characters in narratives and stories.  
(Skills progressing from left to right)

	<ul style="list-style-type: none"> <li>- Enjoy mark-making opportunities.</li> <li>- Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>- Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</li> <li>- Use blocks/construction toys to build “small worlds” e.g. a pen on a farm.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</li> <li>- Talk about what they like or could improve about what they have created.</li> <li>- Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent “upstairs” when their pretend-play requires it.</li> <li>- Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.</li> </ul>	<ul style="list-style-type: none"> <li>- Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</li> <li>- Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</li> <li>- Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.</li> <li>- Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose, e.g. “I used sellotape because the glue was too runny to hold something heavy”.</li> </ul>	<ul style="list-style-type: none"> <li>- Make considered/purposeful decisions on how media and materials can be used, combined and matched to a purpose.</li> <li>- Draw inspiration from the work of others as starting points or to improve their own work, e.g. recreating a painting of a famous artist.</li> <li>- Show mastery and confidence in techniques, e.g. colour-mixing.</li> </ul>	<p>Key Stage 1 –</p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>
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### Being Imaginative and Expressive ELG

Invent, adapt and recount narratives and stories with peers and their teacher  
Sing a range of well-known nursery rhymes and songs  
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  
(Skills progressing from left to right)

<b>Being Imaginative and Expressive</b>	<ul style="list-style-type: none"> <li>- Respond to music with movement.</li> <li>- Request a favourite song/rhyme.</li> <li>- Know and join in with some nursery rhymes or favourite songs and poems.</li> <li>- Take part in simple, pretend play often based on familiar experiences, e.g. making dinner.</li> <li>- Develop storylines through small-world or role-play.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat.</li> <li>- Keep a beat using a musical instrument or body percussion.</li> <li>- Perform familiar sings/rhymes in small groups.</li> <li>- Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks.</li> <li>- Retell parts of familiar stories through use of puppets, toys, masks or small-world.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss changes or patterns they hear when listening to music, e.g. “It starts slowly but gets faster and faster”.</li> <li>- Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping.</li> <li>- Begin exploring how we can change a song/rhyme (e.g. the words, tempo, volume) to create a desired effect.</li> <li>- Create more complex narratives in their pretend play, building on the contributions of their peers.</li> <li>- Organise themselves into collaborative creative opportunities (role play, performance, artwork).</li> </ul>	<ul style="list-style-type: none"> <li>- Show a particular interest/mastery in an area or genre of music/performance. E.g. plays a musical instrument, reads simple music, performs ballet to match a piece of music.</li> <li>- Perform with confidence and awareness of the audience, e.g. using expression.</li> <li>- Talk about the ideas/processes that led them to produce their artwork/performance. Reflect on their work, reviewing it and recognising strengths and areas of improvement.</li> </ul>	<p>In Key Stage 1:</p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
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