

Early Years Foundation Stage Knowledge and Skills Progression

Personal, Social and Emotional Development	Development Matters Guidance				Reception ELGs	Possible Text
	Self-Regulation	2-year-olds will be	Nursery children will be	Reception children will be	• 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.	Hands are not for Hitting The Rainbow Fish Feelings I Feel Sad I feel Happy I feel Angry
	• Find ways of managing transitions. • Begin to show ‘effortful control’. • Be increasingly able to talk about and manage their emotions • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways.	Following simple instructions	Following 2 step instructions	Following instructions with more than 2 steps.		
		Interacting with a member of staff for a short time	Recognising and talking about feelings	Viewing themselves as valuable individuals, recognising and taking pride in achievements.		
			Sharing toys	Moderating feelings in social situations that involve sharing and turn taking.		
			Taking turns	Talking about their own and others feelings		
		• Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Talk with others to solve conflicts. • Talk about their feelings • Begin to understand how others might be feeling.	How? Stories Songs	How? Circle times Stories Songs Puppets		
	• Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.					
					Key Vocabulary	happy sad tired
	Managing Self	2-year Olds will be	Nursery children will be	Reception children will be	• 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	
• Express preferences and decisions. • Play with increasing confidence on their own and with other children. • Feel confident when taken out around the local neighbourhood • Feel strong enough to express a range of emotions.	Selecting own resources	Selecting own resources to help them reach a goal	Expressing and talking about own feelings			
	Following instructions	Developing appropriate ways to be assertive	Recognising the feelings of others			
	Recognising feelings		Confidently trying new experiences			
	Beginning to use the toilet with support	Recognising and describing simple feelings				

	- Grow in independence, rejecting help. - Show an increasing desire to be independent, dress or undress. - Learn to use the toilet with help, and then independently.	Shows growing confidence in social situations	Becoming more outgoing with unfamiliar people Playing with other children Following rules Finding ways to solve conflicts	Showing resilience when faced with a challenge Managing their own toileting and hand washing Obeying and following school rules Building relationships	understanding the importance of healthy food choices.	
	- Select and use activities and resources, with help when needed. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people. - Show more confidence in new social situations. - Develop appropriate ways of being assertive. - Be increasingly independent in meeting their own care needs. - Make healthy choices about food, drink, activity and tooth brushing.	How? Daily routines Songs Stories Modelling	How? Daily routines Songs Stories Modelling Circle times	How? Daily routines Songs Stories Modelling Circle times Weekly RE Weekly PSED		
	- See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge. - Manage their own needs. - Know and talk about the different factors that support their overall health and wellbeing. - Further develop the skills they need to manage the school day successfully:					
	Key Vocabulary	toilet nappy cold hot yes no help wash hands	help toilet independent rules voice feelings	hygiene help perseverance respect rules independent feelings resilience		
	Building Relationships	2-Year Olds will be	Nursery children will be	Reception children will be		
	- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - Develop friendships with other children	Develop confidence in leaving carer Waiting for a turn in play Beginning to talk about emotions	Asking for help when needed Developing a sense of responsibility Becoming more outgoing Becoming more confident	Seeing themselves as a valuable individual Building relationships Expressing feelings Considering feelings of others	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	The Rainbow Fish Elmer

		Developing friendships with other children Exploring emotions and feelings	Playing with more children Following rules Talking about feelings	Using words to solve problems Understanding the feelings of others		
	Play with one or more other children, extending and elaborating play ideas.	How? Modelling	How? Modelling	How? Modelling		
	Build constructive and respectful relationships.	Stories Pictures Puppets Persona dolls	Stories Pictures Puppets Persona dolls	Stories Pictures Puppets Persona dolls		
	Key Vocabulary	feelings help please sorry thank you	Problems feelings confidence help please sorry thank you	Problems feelings confidence help please sorry thank you relationships cooperative sensitive		
Assessment Checkpoint		Does the child see themselves as a separate person and choose what to do for themselves? Does the child enjoy the company of other children and want to play with them? Can children manage to share and take turns with guidance? Does the child enjoy the company of others? Can children settle to activities? Does the child play alongside others? Does the child take part in pretend play? Can the child take on a different role? Is the child dry during the day? Are children confident to move and take part in physical play?				
Communication and Language	Development Matters Guidance				Reception ELGs	Possible Text
	Listening, Attention and Understanding	2-Year-Olds will be	Nursery children will be	Reception children will be	- 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.	You Choose
	- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. - Listen to other people’s talk with interest, but can easily be distracted by other things. - Become frustrated when they cannot make themselves understood. - Develop pretend play: ‘ - Listen to simple stories and understand what is happening, with the help of the pictures. - Identify familiar objects and properties for practitioners when they are described - Understand and act on longer sentences	Listening to others with interest Listening to simple stories Developing pretend play Identifying familiar objects Understanding simple who, what and where questions	Listening to longer stories Understanding 2-part instructions Understanding why questions Paying attention to more than one thing at a time	Understanding why listening is important Asking questions		

	Understand simple questions					
	- Enjoy listening to longer stories and can remember much of what happens. - Can find it difficult to pay attention to more than one thing at a time. - Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Can start a conversation with an adult or a friend and continue it for many turns.	How? Stories Songs Daily conversations Modelling of play Turn taking games	How? Stories Songs Daily conversations Modelling of play Turn taking games	How? Stories Songs Daily conversations Modelling of play Turn taking games		
	- Understand how to listen carefully and why listening is important. - Ask questions to find out more and to check they understand what has been said to them. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
	Key Vocabulary	listen	listen attention concentration	listen attention concentration question answer		
	Speaking	2-Year-Olds will be	Nursey children will be	Reception children will be	- 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	
	- Use intonation, pitch and changing volume when ‘talking’. - Start to develop conversation, often jumping from topic to topic. - Use the speech sounds p, b, m, w. - Are usually still learning to pronounce:- l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as ‘banana’ and ‘computer’	Trying to make themselves understood Using words as well as actions Starting to develop conversations	Using a wider range of vocabulary Singing a larger repertoire of songs Talking about familiar books and stories Developing communication verbally Developing pronunciation Starting conversations	Learning new vocabulary Asking questions Articulating their ideas Describing events Beginning to use connectives Starting conversations with adults and peers		

	• Enjoy singing, music and toys that make sounds • Start to say how they are feeling, using words as well as actions.		Using talk to guide play Using words as well as actions to express their point of view	Developing pronunciation Using new vocabulary Learning rhymes, poems and songs Retelling stories	• 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.	
	• Use a wider range of vocabulary. • Sing a large repertoire of songs. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	How? Daily conversations Modelling Singing Music Stories	How? Daily conversations Modelling Singing Music Stories Phonics when ready	How? Daily conversations Modelling Singing Music Stories Daily Phonics Role playing		
	• Learn new vocabulary • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts.					

	Learn rhymes, poems, and songs.					
	Key Vocabulary					
	Assessment Checkpoint	Can children respond to simple instructions and where and what questions? Can children use 20 - 50 words? Can children show interest in others play? Can children understand between 200-500 words? Can children understand what and where questions? Can children put 3 words together? Can children shift from one task to another? Can the child use around 300 words? Can children use pronouns he, she, me, him? Can children follow 3 key word instructions? Can children understand action words? Can children link 5 words together? Can children use sentences of 4-6 words? Can children use connectives because, or, and? Can children use future and past tense? Can the children answer why questions?				
Physical Development	Development Matters Guidance				Reception ELGs	Possible Text
	Gross Motor	2-Year-Olds will be	Nursery children will be	Reception children will be	- 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.	
	- Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. - Walk, run, jump, and climb – and start to use the stairs independently - Spin, roll and independently use ropes and swings (for example, tyre swings). - Sit on a push-along wheeled toy, use a scooter, or ride a tricycle - Clap and stamp to music.	Starting to develop control and accuracy when using balls Developing hand-eye coordination Building independently Developing control and balance of push along toys and balance bikes Developing control and agility	Developing balancing skills Developing leg muscles and control Developing hand eye coordination Developing agility Developing ability to negotiate space Developing shoulder, elbow, and arm strength	Developing coordination and agility Developing core muscles Developing coordination and arm strength Developing control and coordination of legs Developing hand and eye coordination Developing ability to negotiate space Developing shoulder, elbow, and arm strength		
	- Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg, and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they	How? Kicking, throwing, and catching balls during outdoor play Clapping and stamping during music sessions Pouring in the water play Building during sand and construction play Using trikes, scooters, and balance bikes Stepping on stepping stones and walking up steps during outside play	How? Brushing up inside and in the garden Painting on the easels inside and outside Riding balance bikes, trikes, and scooters outside Crawling through the tunnels and under obstacles Digging in the garden Running, jumping, hopping, and skipping outside Waving flags and streamers Brushing up in the garden	How? Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, and balancing when outside in the garden Sitting correctly on chairs to write Throwing and catching games outside Kicking, dribbling and aiming of ball during outside play Using trikes, bikes, and scooters outside Waving flags and streamers Brushing up and digging in the garden		

	decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					
	- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination, and agility - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.					
	Key Vocabulary	push pull walk run kick	push pull jump hop skip roll crawl kick	push pull throw catch aim bat pass balance safe		

	Fine Motor - Develop manipulation and control. - Explore different materials and tools. - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	2-Year-Olds will be - Developing independence - Improving hand eye coordination - Developing pencil and paintbrush grip	Nursery children will be - Developing independence - Holding pens and pencils in a dominant hand - Developing pencil grip and control - Developing hand eye coordination	Reception children will be - Developing independence - Developing pencil grip in their dominant hand - Developing pencil control - Painting with increased control - Developing hand and wrist strength	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.	
	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	How? - Doing zips and buttons on coats in preparation for outdoor play and home times - Continuous provision activities - Painting with a variety of tools indoor and outdoor - Snack times	How? - Lunch and snack times - Continuous provision activities - Writing activities - Painting indoor and outdoor with a variety of tools - Cutting activities with supervision - Dressing for outdoor play and home times - Using scissors with supervision and support	How? - Lunch times and snack times - Using the creative area during continuous provision - Accessing the writing area during continuous provision and guided writing sessions - Daily phonics sessions - Writing and painting inside and outside with a variety of tools - Using playdough - Construction sets - Using scissors, hole punches, different sized brushes and dough tools independently in the creative area		
	- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. - Develop the foundations of a handwriting style which is fast, accurate, and efficient.					
	Key Vocabulary	hold pull pinch	snip pinch roll squeeze grip	push squeeze squash pinch roll hold		
Assessment Checkpoint		Can children run, kick a ball and jump with both feet off the ground? Can children run well? Can children climb confidently, catch a large ball and peddle a tricycle? Can children sit comfortably on a chair? Can children hold a pencil to write? Can children negotiate space safely? Can children hold scissors correctly? Can children roll, crawl, walk, jump, run, hop, skip and climb?				
Literacy	Development Matters Guidance				Reception ELG’s	Possible Text
	Comprehension	2-Year-Olds will be	Nursery children will be	Reception children will be	Demonstrate understanding of what has been read to them by retelling stories and narratives	
	- Pay attention and responds to the pictures or the words. - Have favourite books and seeks them out, to share with an	- Developing attention skills - Developing listening skills	- Developing attention skills - Developing listening skills	- Developing attention skills - Developing listening skills		

	adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories. - Ask questions about the book. Makes comments and shares their own ideas. - Develop play around favourite stories using props. - Say some of the words in songs and rhymes - Sing songs and say rhymes independently, for example, singing whilst playing.	Improving memory Developing play	Improving memory Developing fine motor skills Developing play Understanding concepts of print Writing their names with support	Improving memory Developing play Understanding concepts of print Learning new vocabulary	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.	
	- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Engage in extended conversations about stories, learning new vocabulary	How? Singing songs Joining in with music making activities Sharing books with adults Repeating vocabulary from stories and conversations Drawing freely at the easel or outside Modelling	How? Accessing the reading area Accessing the writing area during continuous provision Sharing books with adults Stories Noticing print in their environment Modelling	How? Phonics sessions daily Stories Accessing the reading area Guided writing sessions Accessing the writing area during continuous provision Sharing books with adults and friends Modelling		
	There is no further guidance for this area					
	Key Vocabulary	listen	listen attention concentration	attention concentration listen story vocabulary		
	Word Reading	2-Year-Olds will be	Nursery children will be	Reception children will be	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.	
	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Noticing print in the environment Recognising their name by the initial sound	Developing phonological awareness Learning new vocabulary Noticing print in the environment Recognising their names Recognising alliteration	Developing reading skills Reading individual letters Blending sounds into words Reading exception words Developing phonological awareness Recognising alliteration Recognising both names		

	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	How? Continuous provision opportunities Displayed names with photographs Stories	How? Continuous provision opportunities Displayed names with photographs Stories	How? Self-registration Daily phonics Reading for pleasure opportunities Reading books sent home Library visits Taught literacy sessions Stories		
	- Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					
	Key Vocabulary	letter sounds names	letter sounds story vocabulary names	story vocabulary initial final letter sounds CVC digraphs fluent		
	Writing	2-Year-Olds will be	Nursery children will be	Reception children will be	- 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.	
	- Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to. For example: "that says mummy". - Make marks on their picture to stand for their name.	Developing fine motor skills Developing pencil grip Deciding a dominant hand	Developing fine motor skills Writing with a dominant hand (not all) Attempting to write their first names Mark making Using lines and circles in their 'writing'	Developing fine motor skills Writing their names independently Sounding out to write words Writing short sentences Writing recognisable letters with some formed correctly Holding pencils with a tripod grip (not all to start)		
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts	How? Continuous provision opportunities inside and out.	How? Continuous provision opportunities inside and out.	How? Continuous provision opportunities inside and out.		

	at the top of the page; write ‘m’ for mummy. • Write some or all of their name • Write some letters accurately.	Easel Readily available pens and paper Big brushes, water, paint Chalks Dough	Easel Readily available pens and paper Big brushes, water, paint Chalks Dough Scribble while you wriggle sessions	Easel Readily available pens and paper Big brushes, water, paint Chalks Daily phonics sessions Guided writing opportunities Modelled writing Dough		
	Key Vocabulary	write draw pencil name	left hand right hand tripod up down around	left hand right hand tripod up down around		
	Assessment Checkpoint Can children draw freely? Do children enjoy singing and rhyme? Can children share a book with an adult? Do children ask questions about stories? Do children notice some print? Do children give meaning to their drawings? Do children attempt to write their name? Can children name different parts of the book? Can children recognise rhyme and alliteration? Can children write some letters? Can children write their name? Do children retain taught letter sounds? Can children blend sounds into words? Can children form letters correctly? Can children sound out and write simple words? Can children write simple sentences?					
Mathematics	Development Matters Guidance				Reception ELG	Possible Text
	Numbers	2-year-olds will be	Nursery children will be	Reception children will be	• 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.	
	• Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ • Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Combining objects Reacting to changes in amounts Comparing Using some mathematical language Completing puzzles	Subitising to 3 Reciting numbers past 5 Rote counting Showing numbers Linking numerals and amounts Solving problems to 5 Making comparisons	Subitising to 5 Reciting numbers past 10 Rote counting Showing and representing numbers Linking numerals and amounts Counting objects actions and sounds Subitising 5 and beyond Recalling number bonds		
	• Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Recite numbers past 5.	How? Modelled mathematical language	How? Modelled mathematical language	How? Modelled mathematical language		

	- Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5.	Action Songs Stories Access to a range of puzzles and inset boards Discussions about amounts at snack time	Action Songs Stories Access to a range of puzzles, jigsaws and inset boards Discussions about amounts at snack time	Action Songs Stories Access to a range of puzzles and jigsaws Discussions about amounts at snack time Taught maths sessions (MNP)		
	- Count objects, actions and sounds. - Subitise. - Link the number symbol (numeral) with its cardinal number value - Count beyond ten. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0–10.					
	Key Vocabulary	1 2 3 4 5 count	subitise count match add more fewer	subitise count match add subtract more fewer less double half share		
	Number Patterns	2-Year-Olds will be	Nursery children will be	Reception children will be		
	- Compare amounts, saying 'lots', 'more' or 'same'. - Notice patterns and arrange things in patterns.	Noticing patterns Using some mathematical language Beginning to explore patterns in their environment	Recognising and creating repeating patterns Comparing quantities Exploring patterns Noticing differences and mistakes	Counting beyond 20 Comparing quantities Creating repeating patterns Understanding more and less Know odd and even numbers Understand double facts	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	The Smartest Giant in Town Jerry's Trousers
	- Compare quantities using language: 'more than', 'fewer than'. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. - Extend and create ABAB patterns – stick, leaf, stick, leaf.	How? Exploring natural patterns outside e.g bricks, leaves etc Using words like 'more' at snack time Continuous provision opportunities Modelled language	How? Creating patterns in the creative area or when using natural materials outside Stories Songs Taught sessions	How? Creating patterns in the creative area or when using natural materials outside Stories Songs Taught maths sessions (MNP)		

	Notice and correct an error in a repeating pattern.	Stories		Modelled language		
	- Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. - Continue, copy and create repeating patterns.	Songs				
	Key Vocabulary	lots more same big small	more fewer pattern stripes spotty pointy blobs zig zag next	compare more than fewer than continue copy pattern		
	Shape, Space and Measure	2-Year-Olds will be	Nursery children will be	Reception children will be	There are no Early Learning Goals for Shape, Space and Measure	
	- Build with a range of resources. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Exploring shapes and space Comparing sizes	Selecting and combining shapes Comparing shapes Exploring 2D and 3D shapes Describing position through words Exploring routes Comparing length, weight, and capacity	Comparing length, weight and capacity Comparing shapes Recognising shapes within shapes Exploring routes Describing position using words and actions		
	- Combine shapes to make new ones – an arch, a bigger triangle etc. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	How? Building in the construction area and outside Using simple mathematical language in play e.g 'big', 'small' Modelled language through play Water and sand play Dough play	How? Using maps in role play Building in the construction area and outside Modelled language through play Water and sand play Dough play	How? Building in the construction area and outside Modelled language in play situations Using maps in role play Taught maths sessions (MNP) Water and sand play Dough play		

	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity.					
	Key Vocabulary	circle square rectangle triangle big little small tall short	circle square rectangle triangle bigger smaller heavy light taller shorter	circle square rectangle triangle pentagon hexagon big small heavy light tall short full empty half full		
Assessment Checkpoint		Do children join in with finger rhymes? Do children combine stacking blocks and cups? Can children count (may sometimes skip numbers)? Can children use some mathematical language, more, big, heavy? Do children use words such as lots, more, same? Do children count everyday objects? Do children complete jigsaw puzzles? Can children use size language? Can children subitise to 3? Can children compare quantities? Can children talk about 2D shapes? Can children compare size, length, weight? Can children make and talk about patterns? Can children subitise to 5? Can children show finger numbers to 5? Can children match numerals to amounts? Can children talk about 2D and 3D shapes? Can children understand positional language? Can children create repeating patterns? Can children count objects, actions and sounds? Can children recall number bonds to 5 and some to 10? Can children compare length, weight and capacity? Can children continue and create repeating patterns?				
Understanding the World	Development Matters Guidance				Reception ELG's	Possible Text
	Past and Present	2-Year-Olds will be	Nursery children will be	Reception children will be	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.	
	No guidance for this area	Develop an awareness of the passing of time e.g snack time, play time, home time.	Developing an awareness of their family's history Making sense of their own life story	Talking about family and community members past and present Comparing past situations and photo's to now Discovering significant people in history		
	Begin to make sense of their own life-story and family's history	How? Visual timelines Songs Stories	How? Home school links Discussions around celebrations Time lines	How? Taught sessions about artists (Van Gogh, Matisse, Picasso etc.) Celebrations – Christmas – Divali – Bonfire Night – Chinese New Year – Easter – Halloween Comparing holidays from the past to now		
	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.					

	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them					
	Key Vocabulary	before after	before after later today yesterday tomorrow then now	before after later today yesterday tomorrow last week long ago soon then now		
	People, Culture and Communities	2-Year-Olds will be	Nursery children will be	Reception children will be	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Handa's Surprise Handa's Hen
	- Make connections between the features of their family and other families. - Notice differences between people.	Noticing differences between people Comparing their families to others	Showing interest in different occupations Developing positive attitudes to people's differences Understanding that there are different countries in the world	Talking about family and community Describing familiar people Exploring people from the past Comparing life in this country to others		
	- Show interest in different occupations. - Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	How? Comparing clothing, facial features, gender through stories and songs Sensitive conversations with adults and other children Photo's	How? Stories Songs Persona dolls Photo's Visitors e.g. vet, vicar, fire fighters, police	How? Home school links – family photo's RE lessons Circle times Stories Visitors to school Visits out of school		
	- Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries.					
	Key Vocabulary	eyes nose hair colours glasses tall short big little	eyes nose hair colours glasses tall short big little same different	eyes nose hair colours glasses tall short big little same different		
	The Natural World	2-Year-Olds will be	Nursery children will be	Reception children will be	- 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,	
	- Explore natural materials, indoors and outside. - Explore and respond to different natural phenomena in their setting and on trips.	Exploring natural materials indoors and outside Exploring seasons	Learning about senses Using senses to explore their environment Developing vocabulary Discovering how to care for nature	Learning about senses Using senses to explore their environment Developing vocabulary Discovering how to care for nature		

			Exploring forces Comparing materials Comparing seasons Exploring how things work	Exploring forces Comparing materials Comparing seasons Explaining what they see, hear, or feel Comparing differences between materials	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	
- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice.	How? Seasonal nature walks Visits Visitors Stories Songs	How? Seasonal nature walks Visits Visitors Circle times Stories Songs	How? Taught lessons Circle times Accessing the outdoor environment Exploring on nature walks Home school links Creating seasonal art Continuous provision areas Accessing non-fiction books in the reading area Using feely boxes to explore and describe materials Exploring wind tunnels Using kites and streamers Stories Songs			
- Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. - Draw information from a simple map.						
Key Vocabulary	explore same different spring summer autumn winter wind rain sun	explore same different seasons winter autumn spring summer wind rain sun hail snow	explore same different seasons winter autumn spring summer wind rain sun hail snow weather nature compare			
Assessment Checkpoint	Can children repeat actions that have an effect? Can children explore? Do children enjoy exploring indoors and outdoors? Do children compare themselves and their families to others? Do children notice the differences between people? Can children use all their senses to explore? Do children talk about what they see? Do children explore how things work? Do children notice forces?					

		Can children understand the key features of a life cycle? Can children respect and care for their natural environment? Do children talk about differences in materials and changes? Can children talk about different countries and differences in cultures? Can children draw information from a simple map? Do children explore the natural world around them? Do children understand the change in seasons?				
Expressive Art and Design	Development Matters Guidance				Reception ELG’s	Possible Text
	Creating with Materials	2-Year-Olds will be	Nursery children will be	Reception children will be	• 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.	
	• Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. • Explore different materials, using all their senses to investigate them. • Manipulate and play with different materials.	Exploring and creating with materials - Exploring body sounds - Joining in with action songs - Exploring musical instruments	Exploring a range of materials in the creative areas and outside - Enclosing lines to represent shapes, faces, areas etc - Exploring textures - Joining materials together using a range of techniques - Developing drawing skills - Expressing emotions in their artwork - Exploring colour and colour mixing - Remembering entire songs - Creating their own songs - Playing instruments to express feelings	Exploring artistic effects - Refining and improving previous work - Discussing musical preferences - Discussing art work and comparing artists - Engaging in music making - Developing singing skills		
	• Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds • Remember and sing entire songs.	How? - Accessing a range of materials in continuous provision - Modelled musical sessions - Access to a range of musical genres - Modelled singing and dancing by adults - Access to a well-resourced music area inside and out	How? - Accessing creative area - Asking for resources they may need - Modelled techniques and skills - Modelled dancing - Access to a well resources creative area - Opportunities for expression and sharing of ideas and talents - Access to a well-resourced music area inside and out - Stories	How? - Accessing creative area - Asking for resources they may need - Modelled techniques and skills - Modelled dancing - Taught sessions about artists - Access to a well resources creative area - Opportunities for expression and sharing of ideas and talents - Access to a well-resourced music area inside and out - Talent contests		

	- Respond to what they have heard, expressing their thoughts and feelings. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Play instruments with increasing control to express their feelings and ideas.		Circle times Songs Access to a range of musical genres (Music of the week)	Circle times Songs Stories Performances Access to a range of musical genres (Music of the week)		
	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses.					
	Key Vocabulary	explore pattern investigate	explore pattern investigate			
	Being Imaginative	2-Year Olds will be	Nursery children will be	Reception children will be	Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.	
	- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.	Moving and dancing to music Joining in with action songs Making marks intentionally Developing pretend play Developing their imagination	Developing pretend play Developing small world stories Constructing imaginatively Developing their own ideas Expressing emotion in their drawing and painting Creating own songs	Creating songs or art collaboratively with their peers Developing storylines in pretend play Sharing artistic skills and ideas with others		
	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, in order to develop their	How? Access to a selection of musical genres Access to a range of mark making resources in continuous provision Access to a variety of different materials Modelling of skills by adults in provision	How? Access to a selection of musical genres Access to a range of mark making resources in continuous provision Access to a variety of different materials Modelling of skills by adults in provision Junk modelling	How? Access to a selection of musical genres Access to a range of mark making resources in continuous provision Access to a variety of different materials Modelling of skills by adults in provision Junk modelling		

	ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create their own songs, or improvise a song around one they know.		Provision of open-ended resources e.g boxes, lengths of material etc	Provision of open-ended resources e.g boxes, lengths of material etc		
	• Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Develop storylines in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.					
	Key Vocabulary					
Assessment Checkpoint		Do children move and dance to music? Can children join in with action songs? Do children make marks intentionally? Do children enjoy exploring different materials? Do children take part in simple pretend play? Can children develop their own stories using props? Do children explore materials freely? Can children remember and sing songs? Can children join different materials? Can children draw with increasing complexity and detail? Do children explore colour mixing? Do children explore and play instruments? Can children share ideas, resources, and skills? Can children express feelings in response to music, dance and art?				