



# Early Years Foundation Stage Curriculum Progression Framework For Nursery and Reception



## Communication & Language

### EYFS Statutory Educational Programme. The curriculum needs to include

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The **number and quality of the conversations they have with adults and peers** throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with **new vocabulary** added, practitioners will build children's language effectively. **Reading frequently** to children, and **engaging them actively in stories, non-fiction, rhymes and poems**, and then providing them with extensive opportunities to **use and embed new words** in a range of contexts, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children share their ideas with **support and modelling** from their teacher, and **sensitive questioning** that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>New vocabulary</i></li> <li>• <i>Range of language structures</i></li> <li>• <i>Knowledge of stories, non-fiction books, rhymes and poems</i></li> <li>• <i>Knowledge that communication involves reciprocal actions in interactions with others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interact converse listen engage respond elaborate</i></li> <li>• <i>story telling role play expression of ideas and feelings</i></li> </ul>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Guide their own thinking and actions by talking to themselves while playing</li> <li>• Respond to new experiences that you bring to their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play</li> <li>• Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions</li> </ul>

<p><b>ELG: Listening, Attention &amp; Understanding:</b> Children at the expected level of development will: <b>Listen attentively and respond to what they hear with relevant questions, comments and actions</b> when being read to and during whole class discussions and small group interactions</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>	<p><b>ELG Speaking:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate</li> <li>• 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</li> </ul>
---	---

### Progression in Learning - Small steps Nursery to KS1

	Nursery (3-4 Years)	Reception (4-5 Years)			Interface with KS1
	In Nursery the progression statements will be considered in conjunction with the child’s age, opposed to the academic term.	Autumn	Spring	Summer	

<b>SPEAKING</b>	Sometimes uses talk to organise themselves and their play	Uses talk to organise themselves and their play	Uses longer sentences of 4-6 words	Describes events in some detail	Articulates thinking	Articulates ideas and thinking in well-formed sentences	Can describe, explain and narrate
	Uses a wider vocabulary including descriptive language eg (time) now, later, (space) over there, (function) soap to wash my hands	Asks questions using some question words Expands own vocabulary, including some school specific language eg I saw it in group time	Asks questions using a range of question words  Continues to learn and use more new words	Can answer simple 'why' questions Continues to expand and use own vocabulary, including words and phrases they may not have heard at home eg 'line up' 'partner' 'phonics'	Can answer questions about 'when' and 'how' Continues to learn and use more words increasingly exploring the meaning of words, including those found in a range of stories and non-fiction texts	Asks questions to find out more and to check understanding about what has been said Continues to learn and use more words. including those found in a range of stories and non-fiction texts, asking what new words mean	Can find out things by asking how and why questions  Uses relevant strategies to build their vocabulary
	Starts a conversation with a trusted adult or child	Starts a conversation with adult or friend with some turn-taking	Starts a conversation with an adult or friend and continues it for many turns	Is developing use of talk with others to help organise thinking, work out problems and explain	Uses talk with others to help organise thinking, work out problems and explain. Is beginning to use words to express a viewpoint and disagree	Expresses a point of view, debate when they disagree with an adult/ friend, using words as well as actions Engages in sustained conversations with others	Articulates and justifies answers, arguments and opinions  Begins to use appropriate registers in talk
	Is beginning to talk about ideas that have already happened	Can describe ideas that have already happened	Can link sentences with words like 'and', 'or' 'because'	Is becoming confident in using the future tense in talk	Connects one idea to another using a range of connectives eg 'or' 'because'	Uses the future and past tense, mostly consistently	Uses appropriate tenses and word order
	Talks with others – often preferring the adults and children most familiar to them	Talks with a growing range of other people	Enjoys talking and playing with other children or adults	Enjoys talking with others	Enjoys talking with others in a range of contexts and groups	Enjoys talking with others and joins in with group conversations and games Chooses own friends	Maintains attention Participates actively in collaborative conversations
	Engages in own favourite make-believe play, some of which may be repetitive	Engages in a wider range of make-believe play and dressing up	Enjoys a wide range of make-believe play and dressing up	Can use talk to take on different roles in imaginative play	Can use talk to interact with and negotiate with others	Uses talk to interact and negotiate as part of extended conversations	Uses talk with others to explore real and imaginary ideas
	Is developing social phrases to help them in their play eg Can I play with you?	Uses talk to organise themselves and their play e.g. 'lets pretend we are in a jungle....'	Uses talk to plan games with others, sustaining ideas for short periods Enjoys playing with language, eg starts to make simple 'jokes'	Uses talk to take part in a range of activities	Uses talk to organise their thinking	Uses talk to help work out problems	Uses talk to take part in a range of collaborative learning
	<b>LISTENING ATTENTION &amp;</b>	Listens to other people's talk with	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important	Can listen out for instructions while busy with something else

<b>UNDERSTANDING</b>	interest, but is sometimes distracted		more than one thing at a time				not relevant to the situation
	Listens to and begins to pay attention to the questions of others Listens within interest to new vocabulary, some of it specific to the school/setting eg 'group time', 'snack table'	Shows understanding of simple questions (through actions or words)	Shows understanding of some 'why' questions eg why do you think the caterpillar got so fat?	Understands more complicated language eg 'first' 'last' 'might' 'maybe' Shows interest in new vocabulary, including words and phrases they may not have heard at home e.g. 'line up' 'phonics'	Understands how words can describe sequences such as 'first we are going to the shop, then we will play in the park' Experiments with new and recently learnt vocabulary	Asks relevant questions and makes relevant comments in relation to what they have heard	Asks relevant questions to extend understanding and knowledge
	Follows a simple instruction eg fetch both of your yellow socks	Follows a simple two part instructions eg pick up your coat and hang it up	Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please	Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please	Begins to follow a longer list of instructions e.g. Wash your hands, then get your lunchbox and sit at the red table with Sarah and Jo	Follows a longer list of instructions in a range of contexts	Understands instructions that show the order they have to do something, and which might include time concepts
	Listens to simple stories, understands what is happening, with the help of the pictures, and talks about it Tries to join in with a range of songs and rhymes	Enjoys listening to longer stories, can remember much of what happens and talk about it Sings a repertoire of songs and rhymes	Listens to a story or information text, talks about it and answers simple questions about what they have heard Sings a large repertoire of songs	Listens to and talks about stories to build familiarity and understanding Retells deeply familiar stories, using some new vocabulary they have heard. Engages in non-fiction books and Storytime	Enjoys listening to stories, songs and rhymes and starts to make up their own Retells familiar stories using recently learnt and new vocabulary Enjoys engaging in a wide range of non-fiction books	Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some of the new knowledge and vocabulary learnt from books	Is able to use early story language when telling a story, in the correct sequence

## Personal, Social & Emotional Development

**EYFS Statutory Educational Programme. The curriculum needs to include**

Children’s personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy lives** and is fundamental to their **cognitive development**. Underpinning their personal development are the **important attachments** that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions**, develop a **positive sense of self**, set themselves **simple goals**, have **confidence in their own abilities**, to **persist** and **wait for what they want** and **direct attention** as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including **healthy eating**, and **manage personal needs independently**. Through **supported interaction** with other children they learn how to **make good friendships**, **co-operate** and **resolve conflicts** peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>Know how to keep healthy and look after their bodies</i></li> <li>• <i>Can name feelings and emotions</i></li> <li>• <i>Knows how to manage emotions</i></li> <li>• <i>Know about goals and how to set them</i></li> <li>• <i>Know how to form friendships</i></li> </ul>	<p><i>Communicate feelings and emotions form relationships with others, co-operate, negotiate, listen, explain, set simple goals, persist, wait, focus attention, manage own personal needs, able to self-regulate</i></p>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Make independent choices. Do things independently that they have been previously taught</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning</li> <li>• Respond to new experiences you bring to their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in routines</li> <li>• Begin to predict sequences because they know routines</li> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal. Check how well they are doing</li> <li>• Solve real problems</li> <li>• Make links between ideas</li> <li>• Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions</li> </ul>
<p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate</li> <li>• Give focussed 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</li> </ul>	<p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>	<p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and others’ needs</li> </ul>

Progression in Learning - Small steps Nursery to KS1

	Nursery (3-4 Years)			Reception (4-5 Years)			Interface with KS1
	In Nursery the progression statements will be considered in conjunction with the child's age, opposed to the academic term.			Autumn	Spring	Summer	
<b>Self Regulation</b>	Expresses self aware emotions eg pride, embarrassment, and a wide range of other feelings	Expresses a wide range of feelings in their interactions with others	Expresses a wide range of feelings including excitement, anxiety, guilt and self-doubt  Can sometimes say what has made them feel that way	Can identify a wide range of emotions –cross, worried, calm etc  Can say what has made them feel that way	Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried  Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Can understand their own feelings  Can identify some ways to distract self and self-regulate emotions, with some adult support eg holding back, sharing, negotiation and compromise	<b>Shows independence in identifying and talking about emotions and can self-regulate most of the time</b>
	Recognises 'uncomfortable' feelings and is beginning to understand they can manage these	Is beginning to be able to manage 'uncomfortable' feelings appropriately	Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support	Can identify when someone is doing something that makes them uncomfortable and is beginning to communicate this	Begins to set own boundaries	Can set own boundaries and is mostly able to respect the boundaries of others	<b>Respects the boundaries, wishes and feelings of others</b>
	Is beginning to be able to move away from chosen activity with adult support  Is beginning to take part in adult led practical challenges (1:1 /small group) for a few minutes	Can sometimes move away from chosen activity, with some adult support  Takes part in adult led practical challenges (1:1 / small group) for a few minutes	Is able to move away from chosen activity with some adult support  Is beginning to take part in adult led practical challenges in a small group	Is able to take part in adult led practical challenges in a small group	Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed	Is able to give focused attention in adult led sessions  Is able to direct attention as necessary in a range of contexts	<b>Works in more extended adult led, whole class sessions, as well as in small groups</b>
	Is beginning to recognise some feelings in others	Is beginning to understand how others might be feeling	Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants	Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed	Can recognise when and how they need to respond to a friend, showing sensitivity when needed	Thinks about the perspective of others  Understands others' feelings, offering empathy and comfort	<b>Thinks about and is able to talk about the perspective and feelings of others</b>
	Can seek support from a trusted adult	Can explain what they do and don't like doing	Can identify what they need help with and seek support from an adult or another child	Can explain what they are good at and what they need to get better at	Can understand how they can improve	Has a positive sense of self and sees themselves as a valuable individual	<b>Has respect for self</b>

	Listens to others with interest, sometimes distracted by other things	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to more than one thing at a time	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important  Can usually respond appropriately even when busy	Can listen out for instructions while busy with something else  Can respond appropriately even when busy with something else	Can concentrate on the person talking and ignore background noises etc, not relevant to the situation
	Follows a simple instruction eg fetch both of your yellow socks	Follows a simple two part instructions eg pick up your coat and hang it up	Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please	Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please	Begins to follow a longer list of instructions e.g. Wash your hands, get your lunchbox and sit at the red table with Sarah	Follows a longer list of instructions in a range of contexts	Understands instructions that show the order they have to do something, and which might include time concepts
<b>Managing Self</b>	Is confident in accessing a range of familiar resources independently  Is becoming aware of their own unique abilities	Confidently accesses favourite resources and experiments with new learning, sometimes with adult support  Enjoys a sense of belonging by being involved in daily tasks	Selects and uses a range of resources independently  Shows confidence and self esteem through being outgoing towards people, taking risks and trying new things/social situations	Is confident in selecting from a wide range of activities and resources, usually independently  Is willing to try new challenges	Seeks out opportunities to try new things  Has a clear idea about what they want to do and how they want to go about it	Knows what they need to carry out their intended activity  Can describe their competencies, what they are getting better at, describing themselves in positive but realistic terms	Chooses and uses appropriate resources to support learning  Works independently
	Shows some satisfaction in what they have achieved through body language or talk	Is beginning to understand and work towards a simple goal and shows an awareness when this is achieved	Understands and works towards a simple goal and celebrates its accomplishment	Is developing resilience, trying to do something difficult which they want to achieve	Persists and perseveres to reach their intended goal  Is usually able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge  Is able to wait for what they want	Perseveres in a range of self-chosen and directed task and shows resilience
	Is beginning to understand right and wrong in the setting, with adult modelling	Can understand any negative behaviour choices they have made	Can increasingly follow rules independently Usually knows what is right and wrong	Is aware of, and follows, rules in the new setting, and knows why rules need to be followed	Knows what is right and what is wrong and usually behaves accordingly	Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Follows rules; knows right from wrong, behaving accordingly
	Knows when they are tired, hungry  Can attend to toileting and handwashing needs with adult help	Can usually tell adults when they are tired, hungry  Can attend to toileting and handwashing needs, sometimes with adult help	Can tell adults when hungry, full up or tired, or when they want to sleep, rest or play  Can usually attend to own toileting needs	Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs	Usually accepts having to wait for a short time for needs to be met	Expresses personal needs  Can accept having to wait a short time for needs to be met  Has established a consistent daily pattern in	Confidently expresses own needs and accepts delay for needs to be met

			Can wash and dry hands effectively and understands why this is important			relation to eating, toileting and sleeping routines and can explain why this is important	
	Is beginning to dress self with adult help	Dresses self with adult help	Dresses with help eg puts arms into open fronted coat when held up, pulls up own trousers, pulls up fastened zipper	Dresses self Pays regard to the order clothes need to be put on	Has some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer	Dresses independently  Supports friends to dress if they need help e.g. in role play	<b>Dresses self to suit the environment and situation</b>
	Enjoys a range of familiar foods  Feeds self competently	Enjoys a range of familiar foods and is willing to try some new foods	Has begun to understand that some foods are especially good for them eg fruit, milk	Expresses likes and dislikes in food  Is beginning to understand that some foods are less healthy than others, but can be eaten in moderation	Eats a healthy range of foodstuffs and understands the need for variety in food  Understands that some foods are less healthy than others but can be eaten in moderation	Understands the importance of making healthy food choice in their diet	<b>Understands what a 'balanced diet' is</b>
<b>Relationships</b>	Shows an interest in other children and adults and seeks out others to share experiences	Can play alongside a friend, aharing experiences  Seeks companionship from adults and other children  Asks a trusted adult for help where there is a conflict	Can play in a pair/three, extending play ideas and shared experiences  Looks to a supportive adult for help in resolving conflicts with peers  Shows kindness to others having experienced this themselves	Can work in a pair or three to solve a problem with some adult support  Is able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations	Can solve problems co-operatively, resolving most conflicts themselves  Has developed some appropriate ways of being assertive  Is developing skills of negotiation and compromise, with some support	Uses what they have learnt about social interactions from close adults, in play and in relationships with others  Can determine when a situation requires adult intervention	<b>Builds a wide range of constructive and respectful relationships with others</b>
	Is starting to understand they may need to wait their turn, using props to support them	Understands they may need to wait their turn, using props to support if needed	Understands they may need to wait their turn and is beginning to anticipate when this is	Understands they may need to wait their turn and can anticipate this, including in group time	Watches the person who is speaking and knows when it is their turn to speak	Takes turns with others in conversation in a range of contexts	<b>Takes turn to support working well in a team</b>
	Is beginning to recognise their friends' needs, ideas and perspectives	Often recognises their friends' needs and shows some consideration of these	Shows increasing consideration of other peoples' needs and increased impulse control	Is beginning to show sensitivity to the needs of others and adjust their response	Shows sensitivity to the needs of others and is increasingly flexible and co-operative	Shows sensitivity to the needs of others, beyond own friendship group  Has developed friendships with other	<b>Respects and responds to the needs of others</b>



						children, helping them to understand different points of view and to challenge their own and others' thinking	
--	--	--	--	--	--	---	--

## Physical Development

**EYFS Statutory Educational Programme. The curriculum needs to include:**

Physical activity is vital in children’s all-round development, enabling them to pursue **happy, healthy and active** lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. **Gross motor skills** provide the foundation for developing **healthy bodies and social and emotional well-being**. **Fine motor control** and **precision** helps with **hand-eye co-ordination** which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the **practise of using small tools**, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Know how to use tools and implements safely</li> <li>• Know the effects of exercise and an active and healthy lifestyle on their bodies</li> <li>• Knowledge about how games and playing games works, including rules</li> <li>• Knows how to negotiate space</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use large resources with proficiency, control and confidence.</li> <li>• Good fine motor skills evidenced by the ability to use a range of small tools and implements with proficiency, control and confidence.</li> <li>• Core strength, co-ordination, agility, positional and spatial awareness</li> </ul>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal</li> <li>• Check how well they are doing</li> <li>• Solve real problems</li> </ul>

ELG: Gross Motor Skills	ELG: Fine Motor Skills
Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>

### Progression in Learning small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	In Nursery the progression statements will be considered in conjunction with the child’s age, opposed to the academic term.						
	Autumn		Spring		Summer		
Throwing & Catching	Catches a large ball from close distance	Catches a beanbag from a close distance	Catches a small ball from a close distance	Catches larger items from further away	Catches smaller items from further away	Catches a range of items from a distance	Pupils should develop

	Throws a large ball with two hands	Throws a small ball with one hand	Throws a beanbag overarm or underarm	Throws large balls, frisbees, quoits	Throws a ball at a target	Throws a ball at a target with accuracy	fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
<b>Moving the Body with increasing Control</b>	<p>Is active and enjoys moving body</p> <p>Walks on a full foot</p> <p>Tries to complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>	<p>Is developing the strength and skill to walk, run, crawl, climb, slide, spin, push, pull, rock, roll</p> <p>Is beginning to hop and skip</p> <p>Jumps with two feet</p> <p>Can 'go' and 'stop'</p> <p>Stands very still with a quoit on head</p> <p>Moves safely on different surfaces</p> <p>Sits on a scooter board and pushes along</p> <p>Uses a range of smaller implements with developing control</p>	<p>Completes some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence</p> <p>Uses stairs, steps or climbing equipment using alternate feet</p> <p>Balances on one foot at a time</p> <p>Walks along a painted line</p> <p>Balances bean bag on head</p> <p>Makes large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Rides a balance bike lifting feet</p> <p>Rides a 3 wheel scooter moving one leg to push</p> <p>Uses smaller objects and implements in play with increasing accuracy and control</p> <p>Manipulates a range of tools and equipment in</p>	<p>Walks, runs, slides, spins, crawls, climbs, pushes, pulls, rocks, rolls with competence and safety, and a sense of space</p> <p>Makes movements that cross midline of body</p> <p>Explores body movements using climbing and balancing apparatus</p> <p>Bunny hops</p> <p>Balances on a bench/plank (wide enough for feet to be together)</p> <p>Walks with quoit balanced on head/hand</p> <p>Rides a bike with stabilisers</p> <p>Rides a 2-wheel scooter, pushing and resting foot on the board</p> <p>Uses smaller objects and implements in play with increasing accuracy and for the intended purpose</p>	<p>Joins different body movements together e.g. a run and a jump</p> <p>Hops</p> <p>Explores different types of movement e.g. Big and Small, High and Low, Up to and Away from</p> <p>Is beginning to pull self-up when using climbing equipment. Climbs going up forwards and down backwards</p> <p>Negotiates obstacles whilst balancing quoit on head/hand/</p> <p>Walks along a narrow plank/bench, one foot in front of the other</p> <p>Plays chasing games with friends</p> <p>Rides a bike with stabiliser, changing direction and stopping with control</p> <p>Uses a scooter board, stopping, starting and changing direction with control</p> <p>Uses a range of small tools eg pens, pencils scissors, paint brushes and cutlery, with confidence</p>	<p>Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways</p> <p>Moves arms in opposite direction to each other</p> <p>Jumps and lands safely from a height the same as self</p> <p>Teddy rolls</p> <p>Pulls self-up using arms</p> <p>Uses balancing and climbing apparatus to move under, over, through and around</p> <p>Skips confidently</p> <p>Joins different types of body movement: Big and Small, High and Low, Up to and away from, Wide and narrow</p> <p>Use core muscle strength to achieve good posture when sitting at a table/on the floor</p> <p>Rides a bike without stabilisers, stopping with control. Uses a scooter board creatively in a game/challenge</p> <p>Uses a range of small tools, eg pens, pencils, scissors, paint brushes and cutlery with the correct grip</p>	

			one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons		Uses a tripod grip with greater frequency	Shows a preference for a dominant hand  Handles tools, objects, construction and malleable materials safely and with increasing control and intention	<p><b>Participate in team games, developing simple tactics for attacking and defending</b></p> <p><b>Perform dances using simple movement patterns</b></p>
<b>Understanding and using space</b>	Shows familiarity with different spaces across the learning environment	<p>Can find a space and move to a new space when asked</p> <p>Can make a statue and be very still</p> <p>Can place an item in a space</p>	<p>Can stop in a space and move safely in big spaces and small spaces</p> <p>Can put several things back in the space that they came from</p>	<p>Can move in and out of spaces safely during play by changing direction or speed</p> <p>Understands position of body parts in relation to each other and how much force is required for different tasks</p>	<p>Can move in different directions, forwards and backwards</p> <p>Can move on and off and in and out of obstacles safely</p> <p>Experiments with different types of body movement: Big and Small High and Low, both inside and outside</p>	<p>Understands direction, distance and location</p> <p>Can move in different directions, forwards and backwards, up and down and from side to side</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Can move along and across planks, benches and beams</p> <p>Can spin and whirl</p> <p>Can throw or kick in a straight line at a target e.g. kick a ball into a net</p> <p>Can collaborate with others to manage large items, eg moving a long plank safely</p>	
<b>Expression in movement</b>	Responds to many forms of music by moving the body in different ways, showing pleasure in movement	<p>Can clap hands and stamp feet</p> <p>Joins in with ring games, songs and rhymes</p>	<p>Can move quickly or slowly depending on the type of music being played</p> <p>Can tap in time to simple a rhythm</p>	<p>Can tap or clap to simple repeated rhythms</p> <p>Can move strongly or lightly</p> <p>Attempts to join a range of different movements together</p>	<p>Has a sense of steady beat when moving own body</p> <p>Can play, clap, pat, and step to a steady beat in songs and nursery rhymes in fast and slow tempos</p> <p>Can create a short movement phrase which demonstrates own ideas</p>	<p>Can change the style of movement in response to what is heard</p> <p>Moves with ease and fluency</p> <p>Practices, revises and refines expression in movement</p>	

						Explores beat through using movement, body percussion and instruments  Is beginning to express feelings eg angry, excited in response to music	
--	--	--	--	--	--	--	--

## Literacy

EYFS Statutory Educational Programme. The curriculum needs to include:

It is crucial for children to develop a life-long **love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy **recognition of familiar printed words**. Writing involves transcription (**spelling** and **handwriting**) and **composition** (articulating ideas and structuring them in speech, before writing)

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>Knowledge of letter names and sounds</i></li> <li>• <i>Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction</i></li> <li>• <i>Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters)</i></li> <li>• <i>Knowledge of writing for different purposes and audiences</i></li> <li>• <i>Knowledge of terms for writing e.g. space, full stop, capital letter</i></li> </ul>	<p><i>Comprehension of language – spoken and written; recognising rhyme, repetition, alliteration; oral blending and segmenting; fluency in reading; decoding; fine motor skills for writing; composition; transcription’ re-reading for meaning</i></p>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Respond to new experiences that you bring to their attention</li> <li>• Apply learning to different contexts through their play and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal and check how well they are doing</li> <li>• Know more, so feel confident about coming up with ideas</li> <li>• Make more links between those ideas</li> <li>• Concentrate on achieving something important to them</li> <li>• Begin to predict sequences and patterns</li> <li>• Use pretend play to think beyond the ‘here and now’ and to understand another perspective</li> </ul>

ELG: Comprehension	ELG: Word Reading	ELG: Writing
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></li> <li>• <b>Anticipate – where appropriate, key events in stories</b></li> <li>• <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</b></li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound blending</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b></li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Write recognisable letters, most of which are correctly formed</b></li> <li>• <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></li> <li>• <b>Write simple phrases and sentences that can be read by others</b></li> </ul>

### Progression in Learning – Small Steps Nursery to KS1

	Nursery (3-4 Years)			Reception (4-5 Years)			Interface with KS 1
	In Nursery the progression statements will be considered in conjunction with the child's age, opposed to the academic term.			Autumn	Spring	Summer	
<b>Comprehension</b>	Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them understand and talk about what is happening	Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens	Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary	Enjoys an increasing range of print and digital books, both fiction and non-fiction	Shares books, rhymes and songs with others, answering questions about 'when' and 'how'	Knows that information can be retrieved from books, computers and mobile digital devices	<b>Understands and explains the books they can already read accurately and fluently and those they listen to</b>
	Joins in with stories and poems	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Talks about events and characters in stories and suggests how a story might end	Shares books, rhymes and songs with others, answering simple 'why' questions	Describes main story settings, events and principal characters in increasing detail	Asks questions to find out more and to check understanding about what has been read	
	Fills in the missing word or phrase in a known rhyme or story			Retells deeply familiar stories, using some new vocabulary they have met in books	Retells familiar stories using recently learnt vocabulary	Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary	
	Begins to explore some simple vocabulary from books in their play	Explores some simple vocabulary from books in their play	Uses some vocabulary from books they have shared in their play	Uses vocabulary they have met in books, in other some contexts such as role play	Uses vocabulary they have met in books in a range of other contexts, including role play	Uses a range of new vocabulary they have met in books in a range of contexts, including role play	<b>Participates in discussions about what is read to them</b>
<b>Word Reading</b>	Begins to:	Explores:	Is mainly secure in:	Is secure at Phase 2 (Letters & Sounds):	Is secure at Phase 3 (Letters & Sounds):	Is secure at Phase 4 (Letters & Sounds):	<b>Applies phonics skills and knowledge to recognise an increasing number of complex words</b>  <b>Reads an increasing number of high and medium frequency words</b>
	experiment with sounds and words	experimenting with sounds and words	experimenting with sounds and words	knows that words are constructed from phonemes and that phonemes are represented by graphemes	links sounds to letters, naming and sounding the letters of the alphabet	blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts	
	listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration	listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration	listening attentively with an awareness and appreciation of rhyme, rhythm and alliteration	has knowledge of 19 of the common	recognises letter shapes and says a sound for each	able to read Phase 4 common exception words	
					hears and says sounds in the order in which they		

	<p>speak clearly and audibly with confidence and control</p> <p>distinguish between different sounds in words and develop awareness of the differences between phonemes (Letters &amp; Sounds Phase 1)</p>	<p>speaking clearly and audibly with confidence and control</p> <p>distinguishing between different sounds in words and is developing awareness of the differences between phonemes (Letters &amp; Sounds Phase 1)</p>	<p>speaking clearly and audibly with confidence and control</p> <p>distinguishing between different sounds in words and developing an awareness of the differences between phonemes (Letters &amp; Sounds Phase 1)</p>	<p>consonants and vowels and blends them together in reading simple CVC words</p> <p>able to read Phase 2 common exception words</p>	<p>occur in the word, and read simple words by sounding out and blending the phonemes all through the word from left to right</p> <p>recognises common digraphs</p> <p>reads Phase 3 common exception words</p>		<p><b>independently and automatically.</b></p>
<b>Phonological Awareness</b>	<p>Is beginning to develop their phonological awareness through Phase 1 Letters &amp; Sounds</p>	<p>Can spot rhymes Can clap syllables in a word</p> <p>Is beginning to orally blend and segment</p>	<p>Can clap and count syllables in a word</p> <p>Can recognise words with the same initial sound e.g. mouth, money</p> <p>Can orally blend and segment</p>	<p>Reads aloud from simple graded books applying their knowledge of phonics and common exception words</p>	<p>Reads aloud from graded books applying their knowledge of phonics and common exception words</p> <p>Reads with emerging fluency</p>	<p>Reads aloud simple sentences from graded books applying their knowledge of phonics and common exception words</p> <p>Is developing fluency</p>	<p><b>Applies phonic knowledge and skills as a route to decode words, and reads common exception words</b></p>
	<p>Enjoys listening to stories</p> <p>Knows how to hold a book, turn pages and that reading is left to right</p>	<p>Enjoys choosing their own books to read</p> <p>Can identify front cover, back cover and title</p>	<p>Enjoys sharing books with adults and peers</p> <p>Has an awareness of pages and words</p> <p>Understands why we have books</p>	<p>Is able to talk about the job of an author and an illustrator</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p>Can explain the difference between fiction and non-fiction books</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p>Can find the blurb and explain what its purpose is</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p><b>Develops pleasure in reading, motivation to read, vocabulary and understanding</b></p>
<b>Writing</b>	<p>Distinguishes between the different marks they make</p> <p>Writes one or more letters to signify their name</p> <p>Uses scribbles and symbols that represent</p>	<p>Sometimes gives meaning to their drawings and paintings</p> <p>Writes some of their name</p> <p>Uses symbols or random letters when</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places</p> <p>Writes 'letter groups' which have spaces in between, to resemble words</p>	<p>Knows that phonemes are represented by graphemes</p> <p>Uses their knowledge to segment 19 of the common consonants and vowels to support spelling</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Writes full name, mainly correctly</p> <p>Articulates ideas structuring them in</p>	<p>Can blend and segment adjacent consonants in words apply this skill in spelling.</p> <p>Writes full name correctly</p> <p>Enjoys creating texts to communicate meaning for</p>	<p><b>Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check</b></p>



	letters when exploring writing	exploring writing, sometimes in 'letter strings' or 'letter groups'	<p>Is beginning to talk about ideas they want to write about</p> <p>Uses some of their print and letter knowledge in early writing e.g. writes 'm' for mummy; writes a shopping list starting at the top of the page</p> <p>Can write some or all of their name</p> <p>Writes some letters accurately</p>	<p>Writes own name</p> <p>Articulates ideas structuring them in speech, before writing, with adult support</p> <p>Begins to write phrases and simple sentences using phonic knowledge and some common exception words</p> <p>Forms some lower- and upper-case letters correctly</p> <p>Can re-read what they have written, with adult support</p>	<p>speech, before writing, with some adult support</p> <p>Writes simple phrases and sentences using phonic knowledge and some common exception words</p> <p>Forms lower case and capital letters, mostly correctly</p> <p>Can re-read what they have written, with some adult support</p>	<p>an increasingly wide range of purposes</p> <p>Articulates ideas structuring them in speech, before writing</p> <p>Writes simple phrases and sentences using phonic knowledge and learnt common exception words, using capital letters and full stops in the right place</p> <p>Forms lower case and capital letters correctly</p> <p>Re-reads what they have written to check it makes sense</p>	<b>their writing makes sense</b>
--	--------------------------------	---	---	---	---	---	----------------------------------

## Mathematics

### EYFS Statutory Educational Programme. The curriculum needs to include:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a deep **understanding of the numbers to 10**, the **relationships** between them and the **patterns** within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including **shape, space and measures**. It is important that children develop **positive attitudes** and **interests in mathematics**, look for patterns and relationships, **spot connections**, 'have a go', talk to adults

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>Knowledge of Number – counting, cardinality, composition</i></li> <li>• <i>Knowledge of shapes and space including properties of shapes and relationships between shapes</i></li> <li>• <i>Knowledge of measure</i></li> <li>• <i>Knowledge of pattern</i></li> </ul>	<p>Includes: counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking</p>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Plan and think ahead about how they will explore or play with objects and resources</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Respond to new experiences that you bring to their attention</li> <li>• Apply learning to different contexts through their play and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal</li> <li>• Check how well they are doing</li> <li>• Solve real problems</li> <li>• Know more, so feel confident about coming up with their own ideas</li> <li>• Make more links between those ideas</li> <li>• Concentrate on achieving something that's important to them</li> <li>• Begin to predict sequences and patterns</li> </ul>

#### ELG: Number

Children at the expected level of development will:

- 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts

#### ELG: Numerical Patterns

Children at the expected level of development will:

- 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

**Progression in Learning – Small Steps Nursery to KS1**

Nursery (3-4 Years)			Reception (4-5 Years)			Interface with KS1
In Nursery the progression statements will be considered in conjunction with the child's age, opposed to the academic term.			Autumn	Spring	Summer	
<b>Number</b>	Recites some numbers, not always in order	Recites numbers to 5 usually in the correct order	Recites numbers past 5  Has fun counting as far as they can go and is fascinated with large numbers	Recites numbers to 20 mostly in the right order	Recites numbers to 20 in the right order, and from different starting points  Understands when counting that numbers are said in a certain order	Recites numbers beyond 20, from different starting points, in the right order  Recognises the pattern when they are counting
	Is beginning to use number names for each item, not always correctly	Can say number names for each item in order 1,2,3	'Tags' (reliably points or touches each item), using the stable order of 1,2,3,4,5  Can count things of different sizes	'Tags' (reliably points or touches each item), using the stable order to 10  Can count things that can't be seen such as sounds, actions, words  Can say how many there might be before counting, though not always accurately (sets up to 10)	Can say one number for each item in order, to 20  Counts out a smaller number from a larger group, knowing when to stop Can say, with some accuracy, how many there might be, before counting (sets up to 10)	Can count, including crossing boundaries 19/20 and 29/30.  Can count things that cannot be moved, such as birds at the bird table
	Attempts to count in play but may not understand the significance of the last number in the count	Counts in play and is beginning to understand the significance of the last number in the count	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Can say how many there are after counting, knowing that the last number in the count indicates the total number in a group	Can link the number symbol with its cardinal value – to 10  Can sometimes recognise amounts that have been rearranged and is beginning to generalise that, if nothing has been added or taken away, then the amount is the same.	Can link the number symbol (numeral) with its cardinal number value – to 20  Can recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.
	Can recognise groups of 1 or 2 objects without counting them individually	Can recognise up to 3 objects without counting them individually	Can quickly recognise up to 3 objects without having to count them individually	Is beginning to recognise up to 5 objects without having to count them individually with some accuracy	Can recognise up to 5 objects without having to count them individually	Can quickly recognise amounts up to 5 when they are not in the 'regular' arrangement

	Compares quantities – ‘more than’ – in play	Compares quantities – ‘more than’ ‘fewer than’ in play	Compares quantities where amounts in the groups are <i>obviously very different</i> , - ‘more than’ ‘fewer than’ ‘the same’	Compares quantities where the <i>difference in amounts is less</i> - ‘more than’ ‘less than’ ‘fewer’ ‘the same as’ to compare collections (up to 10 objects)  Can find ‘1 more’ from a given number within 10	Compares quantities of objects of different sizes - ‘more than’ . ‘less than’ ‘fewer’ and ‘the same as’ ‘equal (up to 10 objects)  Can find 1 more and 1 less from a given number and is beginning to understand the ‘1 more than/1 less than’ relationship between sequential numbers	Compares quantities of objects arranged in different ways - ‘more than’ ‘less than’ ‘fewer’ ‘the same as’ ‘equal to’, (up to 10 objects)  Can explain the ‘1 more than/ 1 less than’ relationship between sequential numbers within 10	
			Is beginning to understand the composition of numbers 2 and 3  Partitions sets of 2 and 3 objects using a part-part whole model	Understands the composition of numbers 2,3,4,5  Partitions sets of up to 5 objects using a part-part whole model  Understands that addition is the combining of sets of objects	Can partition sets of up to 10 into two groups, and recombine to make the same total Understands that subtraction is removing objects	Can partition sets of up to 10 into two groups, and recognises that the whole number can be recombined as pairs of numbers to make the same total  Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” “-”	
	Experiments with own symbols and marks, which might include numerals	Experiments with recording quantities eg tallying, dots	Experiments with writing numbers of personal significance	Know which pairs make a given number within 5 Can automatically recall double facts 1+1, 2+2 Can write numbers 0-5	Can automatically recall double facts within 10 Can write numbers 0-10	Can recall most number bonds to 10, including all double facts Can explain the pattern Can write numbers 0-20	
<b>Fractions</b>			Can ‘share’ from a whole or a quantity of objects with friends	Understands how to share a whole in equal parts	Understands how to share a whole or a quantity of objects into equal parts	Understands that halving is sharing into two equal parts  Understand that doubling is adding the same number to itself	<b>Recognises, and names a half as one of two equal parts of an object shape or quantity</b>
<b>Pattern</b>	Talks about patterns in the environment with adult support  Arranges items in their own patterns	Can identify patterns around them	Extend and create ABAB patterns with shape and number	Continue, copy and re-create repeated patterns, using shapes and numbers (ABB)	Continue, copy and re-create repeated patterns using shapes and numbers (ABBC)	Continue, copy and create repeating patterns, spotting errors  Can talk about patterns of numbers within 10,	<b>Can recognise and create patterns in the number system with objects and with shapes</b>

			<p>Can spot and correct an error in a ABAB pattern</p> <p>Creates their own spatial patterns showing some organisation or regularity</p>	<p>Can spot patterns in the environment, identifying the pattern 'rule'</p>	<p>Makes border patterns where the repeating pattern continues around an object or frame</p> <p>Can talk about some patterns of numbers within 10</p>	<p>including odds and evens and number facts</p>	
<b>Shape</b>	<p>Explores 2D and 3D shapes e.g. through block play, puzzles, modelling, using some shape names and related mathematical language</p> <p>Selects shapes appropriately e.g. cube/cuboid for a house</p> <p>Combines shapes to make pictures</p> <p>Makes simple constructions</p>	<p>Explores 2D and 3D shapes e.g. through block play, puzzles, modelling, using a range of shape names and related mathematical language</p> <p>Combines shapes to make other shapes</p> <p>Selects shapes appropriately e.g. square house with triangle roof</p>	<p>Explores and talks about 2D and 3D shapes e.g. circle, rectangle, triangle, square e.g. cube, cuboid, cylinder, cone using mathematical language e.g. sides, corners, flat, round</p> <p>Chooses items based on shape so they are appropriate for specific tasks</p> <p>Partitions and combines shapes to make new shapes using 2D and 3D shapes</p>	<p>Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'</p> <p>Can recognise and describe 3D shapes: cube, cuboid, cylinder, cone, sphere</p> <p>Can recognise and describe 2D shapes: circle, rectangle, square, triangle,</p>	<p>Can recognise that the faces on a 3D shape often comprise of 2D shapes</p> <p>Explores and describes how many corners and sides 2D shapes have</p> <p>Can identify and describe a pentagon, a hexagon and an octagon</p> <p>Plans to make models, selecting blocks needed and visualising what they will build</p>	<p>Uses language such as faces, vertices, edges to describe 3D shapes</p> <p>Can recognise a wider range of 3D shapes, such as pyramids and triangular prisms</p> <p>Is able to compose and decompose 2D shapes recognising that a shape can have other shapes within it and which shapes combine to make other shapes</p>	<p><b>Can recognise a range of 3D and 2D shapes and talk about their properties</b></p>
<b>Space</b>	<p>Uses ordinal vocabulary 'first' and 'last' in play</p> <p>Talks about familiar places</p> <p>Begins to remember their way around familiar environments eg knows where to find their favourite activity</p>	<p>Understands some positional language such as 'in' 'out' 'on' 'under' 'next to' 'behind' and uses some of this vocabulary</p> <p>Recalls some parts of a familiar route</p>	<p>Understands and uses positional language 'in' 'out' 'on' 'under' 'next to' 'behind'</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like</p> <p>Describes a familiar route eg in a story</p>	<p>Is beginning to use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside'</p> <p>Describe a familiar route using directional language</p>	<p>Uses positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside'</p> <p>Uses ordinal numbers to describe position in a line</p> <p>Engages with 3D and 2D map-making in familiar environments, sequencing landmarks and designing small worlds</p>	<p>Uses spatial language, including relative terms depending on viewpoints</p> <p>Follows and gives directions</p> <p>Turns and flips objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p>	<p><b>Can describe position, direction and movement</b></p>

			using simple directional language				
<b>Measure</b>	<p>Uses big and small to compare size</p> <p>Explores 'heavy' and 'light' in play</p> <p>Explores 'full' and 'empty' in play</p> <p>Anticipates times of the day, such as mealtimes or home time</p>	<p>Uses long and short to compare length and tall and short to compare height</p> <p>Uses 'heavy' and 'light' to compare mass</p> <p>Uses 'full' and 'empty' to compare capacity</p> <p>Sequences a small number of familiar events</p>	<p>Makes simple comparisons about:</p> <ul style="list-style-type: none"> <li>length using longer, shorter,</li> <li>height using taller, shorter,</li> <li>weight using , heavier, lighter</li> <li>capacity using more/less full/empty</li> </ul> <p>Begins to respond to and use words such as 'before' 'after' 'soon' or 'later'</p>	<p>Can order three items by length and weight using non-standard measures, correctly using</p> <ul style="list-style-type: none"> <li>longest, shortest,</li> <li>heaviest, lightest</li> </ul>	<p>Can order three items by height and capacity using non-standard measures, using</p> <ul style="list-style-type: none"> <li>tallest, shortest</li> <li>full, empty, half full/empty</li> </ul> <p>Orders and sequences events using everyday language related to time</p>	<p>Uses a range of non-standard units for measuring making sensible choices depending on what is being measured e.g. cubes, wooden planks, small/large balances, spoons, buckets</p> <p>Is beginning to experience measuring time with timers and calendars</p> <p>Solves problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</p>	<p>Can describe and solve practical problems involving length, height, weight, capacity and time</p>
	Explores money in play	Explores money through first-hand experiences	Understands that items need to be paid for and can talk about what they would like to buy	Knows about the different ways we can pay for things	Recognises that there are different coins and notes	<p>Can pay for items using 1p, 5p and 10p coins</p> <p>Can pay for items using £1 coins</p>	Recognises and knows the values of different denominations of coins and notes

## Understanding the World

EYFS Statutory Educational Programme. The curriculum needs to include

Understanding the world involves guiding children to make sense of their **physical world** and their **community**. The frequency and range of children’s personal experiences increases their **knowledge and sense of the world around them** – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s **vocabulary** will support later reading comprehension.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>Know about and make sense of the physical world</i></li> <li>• <i>Know about and make sense of their community</i></li> <li>• <i>Know a range of subject specific vocabulary</i></li> <li>• <i>Know about technology and how to access it and use it for a purpose</i></li> <li>• <i>Know about ecology</i></li> <li>• <i>Know how things work and what they do</i></li> <li>• <i>Know about the passing of time</i></li> <li>• <i>Know naming and descriptive vocabulary related to understanding the world</i></li> <li>• <i>Understand how to construct and deconstruct</i></li> </ul>	<p><i>Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore</i></p>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials</li> <li>• Plan and think ahead about how they will explore or play with objects</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning</li> <li>• Respond to new experiences that you bring to their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines</li> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Sort materials</li> <li>• Review their progress as they try to achieve a goal Check how well they are doing</li> <li>• Solve real problems</li> <li>• Use pretend play to think beyond the ‘here and now’ and to understand another perspective</li> <li>• Know more, so feel confident about coming up with their own ideas</li> <li>• Make more links between those ideas</li> </ul>

<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p><b>ELG: People, Cultures and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps</li> </ul>	<p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
---	--	--

**Progression in Learning - Small steps Nursery to KS1**

		Nursery (3-4 Years)		Reception (4-5 Years)			Interface with KS1
		In Nursery the progression statements will be considered in conjunction with the child's age, opposed to the academic term.		Autumn	Spring	Summer	
<b>Past and Present</b>	Knows and understands 'today' and 'yesterday'	Knows the days of the week	Knows the seasons of the year	Knows the days of the week and their order	Knows the order of the seasons	Can talk about sequences relevant to them e.g. school day; getting ready for bed	Knows that time passes in sequential order
	Uses the past tense of many common verbs e.g. played, saw, ran – mainly accurately	Can use the past tense to talk about what has already happened	Knows 'before' and 'after' as concepts	Knows 'then' and 'now' as a concept  Begins to draw on own experiences to compare what they can find out about the past with today, including from books e.g. toys, washing clothes, a family day out	Uses ordering language (some of which is from books they have read) e.g. first, next, after that  Draws on own experiences to compare with what they can find out about the past, including from books	Is able to sequence stories	Has an awareness of common words and phrases relating to the passing of time  Understands differences between the past and the present
	Can say who they are and who they live with	Can talk about who/what is special to them e.g. nanny, dog	Can briefly talk about some members of their family	Sequences family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Explains the key differences in what family members of different ages can and can't do  Can describe some family memories	Notifies and celebrate things they can do now that they could not do when they started school	Has an understanding of change within living memory – people



	Shows an interest in occupations they know about from their own experience e.g. doctor, shop worker	Shows an interest in different occupations e.g. firefighter, police	Can talk about a wide range of occupations e.g. electrician, warehouse operative, scientist	Can identify the role of the emergency services in society and know how to call for help	Can identify similarities and differences in jobs  Understands wider roles in society e.g. student, volunteer, parent, retired	Can talk about their aspirations for their own role in society	<b>Understands similarities and differences between people</b>
	Shows an interest in fictional characters in stories and rhymes	Shows an interest in people in non-fiction texts	Comments on people and events in books read to them/in class	Begins to compare and contrast settings, events or characters from the past, that they have met in books	Compares and contrasts settings, events or characters from the past, that they have met in books	Knows some similarities and differences between the past and now, drawing on their experiences and books they have shared	<b>Recognise some similarities between past and present</b>
<b>People, Cultures &amp; Communities</b>	Is beginning to explore simple maps in play	Knows what a map is used for	Identifies some features on a map	Identifies a range of features on a map	Can use a map to find features in 'real life'	Can explain, in simple terms, the difference between human and physical features on maps	<b>Interprets a range of geographical information, including maps</b>
	Knows where they live and talks about what they see at school or home	Knows they live in Southam which is in England  Can talk about what they see in their environment e.g. park, local shops	Can understand simple differences between where they live and another place – using observation, discussion and books	Can understand differences between where they live and another area in the UK – using observation, discussion and books  Can explain how life may be different for other children living elsewhere	Can identify similarities and differences between where they live and homes/schools in other countries  Can compare life for children in different countries	Can use a range of ways to find out about life in the UK compared with other countries and articulate these	<b>Compares the UK with contrasting countries</b>
	In play, imitates everyday actions and events from own family and cultural background eg making and drinking tea	Is beginning to learn they have similarities and differences that connect them to, and distinguish them from, others	Remembers and talks about significant events in their own experience	Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family	Talks about past and present events in their own life and in the lives of family members	Knows that other children do not always enjoy the same things and is sensitive to this  Knows about similarities and differences between themselves and others, and among families, communities and traditions	
	Knows about special events, festivals, places of worship relevant in their own life	Is beginning to understand that there are differences in what people believe  Knows about some places of worship	Is developing positive attitudes about differences between people	Says what might happen on some special days e.g. Christmas, Eid  Can name some places of worship	Shows positive attitudes about differences between people  Joins in with celebrations and recalls what	Can articulate what others celebrate and understand that some special days repeat annually	<b>Describes the main beliefs of a religion</b>  <b>Describes the main festivals of a religion and its place of worship</b>

	Enjoys joining in with family customs and routines	Knows about some festivals celebrated by others	Knows there are differences in where people worship  Knows people in their community celebrate special days		happened last time on that day	Knows why religious venues are special and who goes there	
<b>The Natural World</b>	Uses their senses to explore the natural environment and a range of materials	Explores the natural environment and begins to identify some similarities and differences	Explores the natural environment and identifies some similarities and differences	Observes some features in the natural world and draws what is seen e.g. animals, trees	Observes some features in the natural world in a contrasting environment from where they live and draw what is seen	Explores the natural world around them, making observations and drawing pictures of animals and plants	<b>Explores the world around them and raises own questions</b>
	Knows the names of some plants and animals	Can identify that things in nature change with time e.g. growing a seed	Can explain the life cycle of, for example, a butterfly  Knows the key changes to nature in each season	Can say what plants and animals need to survive  Knows that organic things decay over time e.g. compost  Is beginning to understand the effect their behaviour can have on the environment	Can talk about a range of different life cycles  Talks about the features of their own immediate environment and how environments might vary from one another	Know some similarities and differences between the natural world around them and contrasting environments  Has developed an understanding of the effect their behaviour can have on the environment	
	Begins to explore and talk about different forces they can feel.	Explores forces and uses new vocabulary to describe them  Begins to understand changing states of matter e.g. freezing, melting	Talks about the differences between materials and changes they notice  Explores floating and sinking	Observes and interacts with natural processes, such as a sound causing a vibration, a magnet attracting an object	Observes the natural process of light casting a shadow	Understands the effect of changing seasons on the natural world	<b>Identifies differences, similarities or changes related to simple scientific ideas and processes</b>

## Arts & Design

### EYFS Statutory Educational Programme. The curriculum needs to include

The development of children’s **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage** with the arts, enabling them to **explore and play with a wide range of media and materials**.

The quality and variety of what children see, hear and participate in is crucial for **developing their understanding, self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Knowledge		Skills
<ul style="list-style-type: none"> <li>• <i>Artistic awareness and cultural awareness</i></li> <li>• <i>Vocabulary for resources, colours, materials, tools</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Techniques for painting, drawing, sculpting and building</i></li> <li>• <i>Names of instruments</i></li> <li>• <i>Rhythmic patterns</i></li> </ul>	Imagine Create Explore Observe Play Participate Express Communicate Interpret Appreciate Engage, Motor control - fine and gross, vestibular competence, Also – Co-operate Experiment Share Explain Sing Move
<i>Characteristics of Effective Learning that are relevant</i>		
<b>Playing &amp; Exploring</b> <ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials</li> <li>• Plan and think ahead about how they will explore or play with objects</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning</li> <li>• Respond to new experiences that you bring to their attention</li> </ul>	<b>Active Learning</b> <ul style="list-style-type: none"> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<b>Creating and Thinking Critically</b> <ul style="list-style-type: none"> <li>• Take part in simple pretend play</li> <li>• Sort materials</li> <li>• Review their progress as they try to achieve a goal</li> <li>• Check how well they are doing</li> <li>• Solve real problems</li> <li>• Use pretend play to think beyond the ‘here and now’ and to understand another perspective</li> <li>• Know more, so feel confident about coming up with their own ideas. Make more links between those ideas</li> <li>• Concentrate on achieving something that’s important to them</li> <li>• They are increasingly able to control their attention and ignore distractions</li> </ul>
<b>ELG: Creating with Materials</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• <b>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function</b></li> <li>• <b>Share their creations, explaining the process they have used</b></li> <li>• <b>Make use of props and materials when role playing characters in narratives and stories</b></li> </ul>	<b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• <b>Invent, adapt, and recount narratives and stories with peers and their teachers</b></li> <li>• <b>Sing a range of well-known nursery rhymes and songs</b></li> <li>• <b>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music</b></li> </ul>	

**Progression in Learning small steps Nursery to KS1**

		Progression in Learning small steps Nursery to KS1					
		Nursery (3-4 Years)		Reception (4-5 Years)		Interface with KS 1	
		In Nursery the progression statements will be considered in conjunction with the child's age, opposed to the academic term.		Autumn	Spring	Summer	
<b>Exploring Paint</b>	<p>Explores pre-made paint using large brushes, blocks, sponges held in the palm of the hand – working independently to develop basic skills - to create their own pieces of art</p>	<p>Explores paint using hands, feet, fingers, and thick brushes</p> <p>Prints on varied materials inspired by the work of other artists</p>	<p>Can mix own paint – primary colours</p> <p>Prints with a range of small shapes and notices where their work is similar/different to the art of others, beginning to self-correct any mistakes</p>	<p>Can mix primary colours to make secondary colours and use in own work</p> <p>Uses thin paintbrushes to add details to work</p> <p>Begins to self-correct any mistakes</p> <p>Engages in large scale collaborative art using paint, sharing ideas with peers, and developing skills further</p>	<p>Uses white or black paint to add tint or shade and uses in own work</p> <p>Usually uses tripod grip to hold brushes, charcoal, pastels</p> <p>Creates own artwork using printing along with a range of media and materials</p>	<p>Colour matches to a specific colour and shade</p> <p>Selects tools and materials (e.g. rollers, stamps) to use in their painting</p> <p>Works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists</p> <p>Returns to work on another occasion to edit and improve</p>	<p><b>Colour matches, altering tint and shade</b></p> <p><b>Uses a variety of brushes and tools to create different effects</b></p> <p><b>Prints with a range of resources</b></p>
<b>Drawing</b>	<p>Makes marks and sometimes give meanings</p> <p>Draws circles and lines</p> <p>Draws from observation to create own pieces of art</p>	<p>Draws faces with features</p> <p>Draws enclosed spaces, giving meaning</p> <p>Draws from observation and, supported by an adult, adds in detail</p>	<p>Draws potato people (no neck or body), inspired by other artists</p> <p>Draws from memory</p>	<p>Shows some emotions in drawings of people e.g., happy, sad</p> <p>Draws from the imagination, sometimes sharing ideas and developing skills with peers</p>	<p>Draws simple people of an appropriate size for what they are drawing</p> <p>Begins to self-correct any mistakes</p> <p>Draws houses and simple landscapes</p>	<p>Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features)</p> <p>Draws landscapes, buildings, and animals with some details</p>	<p><b>Draws portraits, detailed pictures, landscapes, buildings, and animals</b></p>
<b>Sculpt &amp; Build</b>	<p>Explores malleable materials including clay</p> <p>Uses 3D and 2D structures to explore materials and/or express ideas</p>	<p>Makes marks in malleable materials including clay</p> <p>Uses small world equipment and other resources to develop stories in pretend play</p>	<p>Manipulates malleable materials, including clay (roll, cut, squash) to create own designs</p> <p>With adult support, works with others to construct with a range of open-ended resources to make imaginative and complex 'small worlds'</p>	<p>Constructs a piece, using inspiration from other artists/designers, using their own choice of media</p> <p>Makes use of a variety of resources – loose part play</p>	<p>Works with others to create collaborative ideas, design and make something they give meaning to</p> <p>With some support, negotiates with others to build models which replicate those in real life</p>	<p>Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims</p>	<p><b>Uses a variety of techniques and shapes to sculpt</b></p>

<p><b>Exploring Music</b></p>	<p>Explores instruments from a range of cultures and times</p> <p>Listens with increased attention to sounds</p> <p>Enjoys listening to a wide range of music</p>	<p>Explores instruments, including some tuned instruments, from a range of cultures and times and begin to name them</p> <p>Responds to music in their own way</p>	<p>Uses instruments, including music apps, to experiment with making music to express their feelings and ideas</p> <p>Plays an instrument to a simple beat</p> <p>Talks about how music makes them feel</p>	<p>Names and explores a wide range of instruments eg chime bars, xylophones</p> <p>Selects own instrument and plays in time to music</p> <p>Understands different emotions through music</p>	<p>Changes the tempo and dynamics whilst playing</p> <p>Begins to create own music with others, sharing ideas with peers and developing skills together</p> <p>Moves differently to different sounds e.g. march to a drum, creep to a maraca</p>	<p>Begins to write own compositions using symbols, pictures, or patterns</p> <p>Expresses their opinion about music they have heard</p>	<p><b>Changes tempo and dynamics</b></p> <p><b>Recognises instruments in music</b></p> <p><b>Composes own simple tunes</b></p> <p><b>Creates sound effects</b></p> <p><b>Writes own compositions</b></p> <p><b>Expresses opinion</b></p>
<p><b>Song and Dance</b></p>	<p>Knows some words when singing</p> <p>Moves to music</p> <p>Watches short performances</p>	<p>Sings familiar songs eg pop songs, songs from TV programmes, songs from home</p> <p>Sings in a small group</p> <p>Copies basic actions</p> <p>Watches dances and performances</p>	<p>Sings in a group, trying to keep in time</p> <p>Learns simple, short routines, sometimes working with others, copying ideas, and developing skills together</p> <p>Shares likes and dislikes about performances</p>	<p>Sings in a group, matching pitch and following the melody</p> <p>Learns short routines, beginning to match pace</p> <p>Begins to replicate dances and performances</p>	<p>Sings calls and responds to songs, echoing phrases sung to them</p> <p>Watches and talks about dance performances from different times and cultures and respond through their own creative dance moves</p>	<p>Sings by themselves, making pitch and following melody</p> <p>Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers</p> <p>Returns to work to edit and improve</p>	<p><b>Sings in tune and to the correct beat</b></p> <p><b>Puts a sequence of actions together</b></p> <p><b>Begins to improvise to create a simple dance</b></p>
<p><b>Role Play</b></p>	<p>Plays with familiar resources in role play</p> <p>Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently to develop basic skills</p>	<p>Uses own experiences in developing storylines in role play</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Engages in small world play related to rhymes and stories</p>	<p>Begins to use objects to represent something else in pretend play</p> <p>With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>Uses first hand experiences and learnt stories to develop storylines in role play</p> <p>Enhances small world play with a range of props which can be used flexibly and which encourage imagination</p>	<p>Uses own experiences and learnt stories to develop storylines</p> <p>Works with others to enhance small world play with a range of props used flexibly and with imagination</p>	<p>Works with others to engage in and develop creative role play and small world play, which sometimes develops over time</p>	<p><b>Takes part in a simple role play of a known story</b></p>