



Earlsdon Primary School

Progression in Learning June 2024

Earlsdon Primary School Progression in Learning Framework - Communication & Language (Prime)

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

ELG: Listening, Attention & Understanding:

Children at the expected level of development will:

- 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 conversations when engaged in back-and-forth exchanges with their teacher and peers

ELG Speaking:

Children at the expected level of development will:

- Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Progression in Learning - Small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn
LAU	Listens to other people's talk with interest, sometimes distracted	When hearing their name, can usually shift attention	Begins 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 that listening is important	Can listen out for instructions while busy with something else	Can concentrate on the person talking and ignore what is not relevant
	Listens to and begins to pay attention to others Listens within interest to new vocabulary, some specific to school eg 'group time', 'snack table'	Shows understanding of simple questions (through actions or words)	Shows understanding of some 'what' 'where' and 'why' questions - <i>why did the caterpillar get so fat?</i>	Understands more complicated language - 'first' 'last' 'might' 'maybe' Shows interest in new vocabulary, including words and phrases they may not have heard at home	Knows how words can describe sequences - <i>'first we are going to the shop, then we will play in the park'</i> 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 - <i>fetch your yellow socks</i>	Follows a simple two part instructions eg <i>pick up your coat and hang it up</i>	Follows two-part instructions reasonably well - <i>Get the scissors and some paper from the drawer please</i>	Follows two-part instructions well - <i>Get me the big scissors and some blue paper from the drawer please</i>	Begins to follow a longer list of instructions - <i>Wash your hands, then get your lunchbox and sit at the table with Sarah</i>	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 some of what happens and talk about it Sings a range of songs and rhymes	Listens to a story or information text, talks about it and answers simple questions it Sings a repertoire of songs	Listens to and talks about stories, building familiarity and understanding Retells deeply familiar stories, using some new vocabulary Engages in non-fiction books and Storytime	Enjoys listening to stories, non-fiction, songs and rhymes Makes up own stories Retells familiar stories using recently learnt and new vocabulary	Re-tells short stories in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some new knowledge and vocabulary from books	Is able to use early story language when telling a story, in the correct sequence
SPK	Sometimes uses talk in play	Uses talk in 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 vocabulary including descriptive language eg <i>now, later, over there, soap to wash my hands</i>	Asks questions using some question words Uses some school specific language eg <i>group time, book area</i>	Asks questions using a range of question words Continues to learn and use more new words	Answers simple 'why' questions Expands and uses new context specific vocabulary, including from school life	Answers 'when' and 'how' questions Continues to learn and use new vocabulary, including in stories and non-fiction texts, exploring meaning	Asks questions to find out and check understanding Continues to learn and use more words including in 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	Starts a conversation with an adult or friend and continues it for some turns	Develops some 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. Begins to express a viewpoint and disagree	Expresses a point of view, using words and actions Engages in sustained conversations with others	Articulates and justifies answers, arguments and opinions Begins to use appropriate registers in talk
	Begins to talk about what has already happened	Can talk about ideas what already happened	Can link sentences using 'and', 'or' 'because'	Is becoming confident in using the future tense in talk	Connects one idea to another using a range of connectives 'or' 'because'	Uses the future and past tense, mostly consistently	Uses appropriate tenses and word order
	Talks with others – preferring 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	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	Uses 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 - <i>Can I play?</i>	Uses talk to organise their play - 'pretend we are in a jungle....	Uses talk to plan games with others, sustaining ideas for short periods	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

Assessment: On track/not on track using best fit for each descriptor – Communication & Language

N1	I am interested in other people's talk and I am beginning to pay attention to others but might get distracted. I can follow a simple instruction. I can listen to and talk about simple stories and I try to join in with songs and rhymes. I take part in imaginative play, some of which may be repetitive, I use some social phrases to help me in my play I talk with familiar adults and children. I sometimes start conversations with a trusted adult or child, using some newly learnt vocabulary, including descriptive language. I can talk about ideas that have already happened and I am beginning to listen to questions
N2	I talk with a range of other people. I can start and take turns in a conversation with an adult or friend, using some new vocabulary that I have learnt. I understand simple questions and I can ask some of my own. I can describe what has already happened. I can follow simple two-part instructions. I can usually shift my attention when I hear my name. I can listen to and talk about stories and I can sing some songs and rhymes. I take part in imaginative play and I use talk to organise my play
N3	I explain ideas and talk in short sentences about things that have happened, asking questions using words like 'what', 'where' and 'why' and sometimes answering questions about 'why' something happened. I sometimes start conversations and can take turns in talk. I add simple details in talk, drawing on existing and newly acquired vocabulary and use some words to link ideas. I pay attention to more than one thing at a time. I can follow two-part instructions quite well. I listen and respond to simple stories, and I can sing a repertoire of songs. I enjoy imaginative play and I plan and join in with games with my friends. I like to talk to others and explore words and language. My talk is mostly accurate, but I might have some problems with irregular tenses and plurals. I have mostly clear speech and can be easily understood by others, though may have difficulties with a small number of sounds
R1	I enjoy talking with others. I am beginning to use talk to help organise my thinking, to work out problems and explain. I can describe events in some detail, and I can answer simple 'why' questions. I use some of the new words and phrases I have learnt in my talk, and I am interested in new vocabulary. I am becoming confident in using the future tense and I can understand complicated language such as 'first' 'maybe'. I can pay attention to more than one thing at a time. I can retell deeply familiar stories, I enjoy non-fiction books and taking part in Storytime. I use talk to take on different roles in a range of activities, including imaginative play
R2	I enjoy talking with others in a range of contexts and groups. I use talk to interact and negotiate with others, and to help organise and articulate my thinking, work out problems and explain. I am starting to express a viewpoint and disagree. I can connect ideas using connectives e.g. 'or' 'because'. I have learnt and enjoy experimenting with new words and phrases. I understand how words can describe sequences and I can answer questions about 'when' and 'how'. I can listen carefully and know why listening is important. I am beginning to follow a longer list of instructions. I enjoy listening to stories, songs and rhymes and can make up some of my own. I enjoy a wide range of non-fiction books, and can retell familiar stories using recently learnt and new vocabulary, and I explore the meaning of words, including those found in a range of books
R3	I enjoy talking with others in a wide range of contexts and groups, taking turns in extended conversations. I can use talk to help me form friendships with others and I join in with group conversations and games. I can articulate my thinking in well-formed sentences, and I use talk to interact and negotiate, and to help work out problems. I engage in sustained conversations and I can express a point of view and disagree with an adult or friend. I can ask relevant question to find out more and to check understanding and make relevant comments. I can use the future and past tense mostly consistently. I follow a full list of instructions and I can listen out while I am busy. I continue to learn and use more words and I ask what new words mean. I can re-tell short stories, in the right order, with some exact repetition and some of my own words, and I talk about the new knowledge and vocabulary I have learnt from books. Though mainly accurate, I might make some mistakes including pronunciation of a few sounds, and some multi-syllabic words e.g. hippopotamus

Earlsdon Primary School: Progression in Learning Framework - Personal, Social & Emotional Development (Prime)

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.

ELG: Self-Regulation

Children at the expected level of development will:

- 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 where appropriate
- 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

ELG: Managing Self

Children at the expected level of development will:

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

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others' needs

Progression in Learning - Small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn
SREG	Expresses emotions – <i>happiness</i> , <i>frustration</i> , and a range of other feelings	Expresses a wide range of feelings in their interactions with others	Expresses a wide range of feelings - excitement, happiness, anxiety, 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 often say what has made them feel that way	Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried Usually manages their feelings and tolerates situations when their wishes cannot be met	Can understand their own feelings Identifies some ways to distract self and self-regulate, with some adult support - holding back, sharing, negotiation and compromise	Shows independence in identifying and talking about emotions and can self-regulate most of the time
	Recognises 'uncomfortable' feelings	Begins to be able to manage 'uncomfortable' feelings appropriately	Is sometimes able to manage 'uncomfortable' feelings appropriately without adult support	Can identify when something 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	Respects the boundaries, wishes and feelings of others

	Begins 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 for a few minutes	Is able to take part in adult led practical challenges in a small group and in large group for a short period	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	Works in more extended adult led, whole class sessions, as well as in small groups
	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 using 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	Thinks about and is able to talk about the perspective and feelings of others
	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	Has respect for self
	Listens to others with some 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 Usually respond appropriately even when busy	Listens out for instructions while busy Can respond appropriately even when busy	Can concentrate on the person talking and ignore background noises etc, not relevant to the situation
MAN SELF	Is confident in accessing some familiar resources independently Is becoming aware of their own unique abilities	Confidently accesses favourite resources and experiments with new ones, sometimes with adult support Enjoys being involved in daily tasks	Selects and uses a range of resources independently Shows confidence and self esteem, being outgoing towards people, taking risks and trying new things	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 say 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 goal Is usually able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge Can 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, 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, 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, when they want to sleep, rest or play Can usually attend to own toileting needs Can wash and dry hands and understands why this is important	Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs	Expresses personal needs Usually accepts having to wait for a short time for needs to be met	Can accept having to wait a short time for needs to be met Has a consistent daily pattern for eating, toileting and sleeping and can explain why this is important	Confidently expresses own needs and accepts delay for needs to be met
	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	Usually 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	Dresses self to suit the environment and situation
	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 range of food 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	Understands what a 'balanced diet' is
B-REL	Shows an interest in other children and adults and seeks out others to share experiences	Plays alongside a friend, sharing 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 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	Solves problems co-operatively, resolving most conflicts themselves Has developed some 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	Builds a wide range of constructive and respectful relationships with others

	Is starting to understand they may need to wait their turn	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	Takes turn to support working well in a team
	Is beginning to recognise their friends' needs and ideas	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 children, helping them to understand different points of view	Respects and responds to the needs of others

Assessment: On track/not on track using best fit for each descriptor – Personal, Social & Emotional Development

N1	I express a range of emotions and can recognise some feelings in others. I recognise 'uncomfortable' feelings. I am beginning to take part in adult led practical challenges for a few minutes. I am starting to move away from chosen activities, with adult support. I get help from a trusted adult when I need it. I am interested in listening to others but might get distracted. I can follow a simple instruction. I am confident in accessing familiar resources independently and I show some satisfaction in what I have achieved. I am becoming aware of my own unique abilities. I am beginning to understand right and wrong. I know when I am tired or hungry, I enjoy a range of familiar foods and feed myself independently. With adult help I go to the toilet and wash my hands and I am beginning to dress myself. I am interested in others and seek to share experiences. I am beginning to recognise my friends' needs, ideas and perspectives. I am starting to understand I may need to wait my turn for things.
N2	I express a wide range of feelings in my interactions with others and I am beginning to understand how my friends might be feeling and what their needs are. I am starting to manage 'uncomfortable' feelings appropriately. I take part in adult led practical challenges for a few minutes. I can sometimes move away from chosen activity, with some adult support. I can say what I like and don't like doing. When I hear my name, I can usually shift my attention. I follow simple two-part instructions. I access favourite resources and I experiment with new ones, sometimes with adult support. I am beginning to work towards a simple goal, and I know when I achieve it. I enjoy a sense of belonging by being involved in daily tasks. I understand any negative behaviour choices I have made. I can usually tell adults when I am tired or hungry. I enjoy a range of familiar foods and will try some new ones. With help, I can go to the toilet, wash my hands and dress myself. I can play alongside a friend, sharing experiences and I seek companionship from others. I ask a trusted adult for help if there is a conflict. I understand I might need to wait my turn for things.
N3	I express a wide range of feelings and can sometimes say what has made me feel that way. I sometimes know how others are feeling and can sometimes respond to their needs. I sometimes manage 'uncomfortable' feelings appropriately. I move away from a chosen activity with some adult support. I am starting to take part in adult led practical challenges in a small group. I identify and seek support when I need help. I am starting to pay attention to more than one thing at once. I follow two-part instructions reasonably well. I select and use resources independently. I am out-going towards people, taking risks and trying new things. I can work towards a simple goal and celebrate my success. I often follow rules independently and I usually know what is right and wrong. I can express my need for food or rest. I can go to the toilet and wash my hands, usually independently. I dress myself with help from an adult with tricky fastenings etc. I am starting to know that some foods are especially good for me. I play in a pair/three, developing ideas and sharing experiences. I can sometimes resolve conflicts but will ask an adult if I need support. I know I might need to wait my turn and I am beginning to anticipate when this is. I show some consideration for others, and have increased impulse control
R1	I can identify a wide range of emotions and can say why I feel that way. I know when someone makes me feels uncomfortable and I am beginning to be able to communicate this. I take part in adult led practical tasks in a small group. I can explain what I am good at and what I need to improve. I can pay attention to more than one thing at a time. I can follow two-part instructions. I can select from a wide range of activities and resources, and I try new challenges. I am developing resilience. I am aware of, understand and follow rules. I talk about personal needs and wants with an adult. I use the toilet and wash my hands independently, and dress myself. I express my food likes/dislikes and I am beginning to understand that some foods are less healthy than others. I can work in a pair/ three to solve a problem with some adult support. I can usually resolve conflicts by myself, returning to the secure base of a familiar adult if needed. I understand I

	may need to wait my turn and can anticipate this, including in group time. I am beginning to know when and how to respond to a friend, showing sensitivity and adjusting my response as needed
R2	I talk about what helps me feel happy/calm/relaxed when I feel sad/angry/worried. I am more able to manage my feelings and tolerate situations in which my wishes cannot be met. I know when and how to respond to a friend, showing sensitivity to the needs of others and I am increasingly flexible and co-operative. I am beginning to set my own boundaries. I focus attention in adult led groups. I understand how I can improve. I know how to listen carefully and why this is important. I usually respond appropriately even when I am busy. I am starting to follow a longer list of instructions. I try new things; I have a clear idea about what I want to do and how I want to go about it. I have growing confidence in my abilities. I persist and persevere to reach my goals. I can usually wait for what I want or need. I know what is right and wrong and I usually behave accordingly. I have some understanding of dressing for the weather. I understand the need for variety in my diet and that some foods are less healthy than others but can be eaten in moderation. I solve problems co-operatively, resolving most conflicts myself. I have developed some appropriate ways of being assertive and I am developing skills of negotiation and compromise with some support. In a conversation, I watch the person speaking and know when it is my turn to speak
R3	I understand my own feelings. I can identify some ways to self-regulate emotions, with some adult support eg holding back, sharing, negotiating and compromising. I think about the perspective and feelings of others and show sensitivity, empathy and comfort, to those within and beyond my friendship group. I have developed constructive, respectful relationships with others, and friendships which help me to understand different points of view and which challenge my thinking. I can set my own boundaries and mostly respect the boundaries of others. I am able to focus my attention in adult led sessions and I can direct my attention as necessary in a range of contexts. I can listen out for instructions while busy and respond appropriately. I can follow a long list of instructions in a range of contexts. I know what I need to carry out my activities. I can describe my competencies, and what I am getting better at' and I talk about myself in positive but realistic terms. I show persistence, perseverance and resilience in the face of challenge. I can wait for what I want or need. I am aware of behavioural expectations and sensitive to ideas of justice and fairness. I dress independently and support my friends to dress if they need help. I understand the importance of making healthy food choice in my diet. I am independent and can determine when I need adult intervention. I take turns with others in conversation in a range of contexts

Earlsdon Primary School: Progression in Learning Framework - Physical Development (Prime)

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**.

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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

ELG: Fine Motor Skills

Children at the expected level of development will:

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

Physical Development - Progression in Learning small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Throwing & Catching	Catches a large ball from close distance Throws a large ball with two hands	Catches a beanbag from a close distance Throws a small ball with one hand	Catches a small ball from a close distance Throws a beanbag	Catches a large ball from further away Throws large balls, frisbees, quoits	Catches smaller items from further away Throws a ball at a target	Catches a range of items from a distance Throws a ball at a target with accuracy	Pupils should develop 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
Moving the Body with increasing Control	Is active and enjoys moving body Walks on a full foot Tries to complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools	Is developing the strength and skill to walk, run, crawl, climb, slide, spin, push, pull, rock, roll Is beginning to hop and skip Jumps with two feet Can 'go' and 'stop' Stands very still with a quoit on head Moves safely on different surfaces	Completes some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence Uses stairs, steps or climbing equipment using alternate feet Balances on one foot at a time Walks along a painted line	Walks, runs, slides, spins, crawls, climbs, pushes, pulls, rocks, rolls with competence and safety, and a sense of space Makes movements that cross midline of body Explores body movements using climbing and balancing apparatus Bunny hops	Joins different body movements together e.g. a run and a jump Hops Explores different types of movement e.g. Big and Small, High and Low, Up to and Away from Is beginning to pull self-up when using climbing equipment. Climbs going up forwards and down backwards	Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways Jumps and lands safely from a height the same as self Teddy rolls Pulls self-up using arms Uses balancing and climbing apparatus to move under, over, through and around	

		Sits on a scooter board and pushes along Uses a range of smaller implements with developing control	Balances bean bag on head Makes large-muscle movements to wave flags and streamers, paint and make marks Rides a balance bike lifting feet Rides a 3 wheel scooter moving one leg to push Uses smaller objects and implements in play with increasing accuracy and control Manipulates a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons	Balances on a bench/plank (wide enough for feet to be together) Walks with quoit balanced on head/hand Rides a bike with stabilisers Rides a 2-wheel scooter, pushing and resting foot on the board Plays chasing games with friends Uses smaller objects and implements in play with increasing accuracy and for the intended purpose	Negotiates obstacles whilst balancing quoit on head hand/ Walks along a narrow plank/bench, one foot in front of the other Rides a bike with stabiliser, changing direction and stopping with control Uses a scooter board, stopping, starting and changing direction with control Uses a range of small tools eg pens, pencils scissors, paint brushes and cutlery, with confidence Uses a tripod grip with greater frequency	Skips confidently Joins different types of body movement: Big and Small, High and Low, Up to and away from, Wide and narrow Use core muscle strength to achieve good posture when sitting at a table/on the floor Rides a bike without stabilisers, stopping with control Uses a range of small tools - pens, pencils, scissors, paint brushes and cutlery with the correct grip Shows a preference for a dominant hand Handles tools, objects, construction and malleable materials safely and with increasing control and intention	(both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns
Understanding and using space	Shows familiarity with different spaces across the learning environment	Can find a space and move to a new space when asked Can make a statue and be very still Can place an item in a space	Can stop in a space and move safely in big spaces and small spaces Can put several things back in the space that they came from	Can move in and out of spaces safely during play by changing direction or speed Understands position of body parts in relation to each other and how much force is required for different tasks	Can move in different directions Can move on and off and in and out of obstacles safely Experiments with different types of body movement: Big and	Can move in different directions, forwards and backwards, up and down and from side to side Experiments with different ways of moving, testing out ideas and adapting	

					Small High and Low, both inside and outside	movements to reduce risk	
					Can spin and whirl	Can move along and across planks, benches and beams	
					Can collaborate with others to manage large items - <i>moving a long plank safely</i>	Can throw or kick in a straight line at a target - <i>kick a ball into a net</i>	
Expression in movement	Responds to many forms of music by moving the body in different ways, showing pleasure in movement	Can clap hands and stamp feet Joins in with ring games, songs and rhymes	Can move quickly or slowly depending on the type of music being played Can tap in time to simple a rhythm	Can tap or clap to simple repeated rhythms Can move strongly or lightly Attempts to join a range of different movements together	Has a sense of steady beat when moving own body Can play, clap and step to a steady beat in songs and nursery rhymes in fast and slow tempos Can create a short movement phrase which demonstrates own ideas	Can change the style of movement in response to what is heard Moves with ease and fluency Practices, revises and refines expression in movement Explores beat through using movement, body percussion and instruments Is beginning to express feelings in response to music	

Assessment: On track/not on track using best fit for each descriptor – Physical Development

N1	I am physically active and show pleasure in movement. I walk on a full foot and attempt a range of different types of movement, with adult encouragement. My gross motor skills are developing, and I can throw a ball with two hands and sometimes catch a ball from a close distance. I am learning to balance using wheeled toys. I show familiarity with the spaces I use at home and in a setting. I have experienced lots of different types of music and sound and respond to music when it is played. I explore a range of smaller objects to develop hand/eye coordination showing increasing control
N2	I am developing the strength and skill to move in many different ways. I can stop when I need to, stand very still and I experiment with clapping, stamping, hopping, skipping and jumping. My hand/eye co-ordination and fine and gross motor skills are developing as expected so that I can use implements with increasing control. I can throw and catch from a short distance, place several items in a specific place and find a space. I respond to music and join in with ring games
N3	My understanding of space means that I can move safely, I can stop when I need to and put things back where they came from. I experiment with throwing underarm and overarm and can catch with two hands. I move with confidence in a range of different ways, including using stairs, or climbing equipment with alternate feet. My balance continues to improve, and I can stand on one foot at a time and ride a balance bike lifting my feet to scoot along. I can make large-muscle movements to wave flags and streamers, paint and make marks with a range of implements. I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand eg paintbrushes, scissors. When listening to music I can move quickly or slowly depending on the type of music being played and tap in time to simple a rhythm

R1	I can move my body in different ways with competence and safety, changing direction and showing a good sense of space. I use different balancing and climbing equipment with improving agility. I can make movements that cross my mid-line and I can throw, kick and catch with increasing accuracy. I use implements with increasing control and for an intended purpose. I know how much force to use to achieve large and fine movements. When responding to music I can tap or clap to simple repeated rhythms, move strongly or lightly and attempt to join a range of different movements together.
R2	I can throw or kick a ball at a target and catch smaller items from further away. I enjoy being active and I am starting to join different movements together. I have the strength to pull myself up and I can climb going up forwards and down backwards. I can walk along a narrow bench and negotiate obstacles whilst balancing an object on my hand or my head. I enjoy chasing games and can move on and off and in and out of obstacles safely. I experiment with movement, both inside and outside. I can ride a bike with a stabiliser, changing direction and stopping with control. I can use a range of small tools, including pens, pencils, scissors, paint brushes and cutlery with confidence and increasing accuracy, and I often use a tripod grip. I have a sense of steady beat when moving my body and I can play, clap, and step to the beat in songs and nursery rhymes in fast and slow tempos. When responding to music, I create a short movement phrase which demonstrates my own ideas
R3	I negotiate space and obstacles safely, considering my own and others safety and adapting movements to reduce risk. I can collaborate with others to manage large items, such as moving a long plank safely. I demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can jump and land safely and have good core stability to support balance and posture. I can use balancing and climbing apparatus to move under, over, through and around. I am able to throw, kick and catch with accuracy. In fine motor movements I can hold a pencil effectively, using the tripod grip in almost all cases. I show a preference for a dominant hand. I can select and use a range of small tools, including scissors, paint brushes and cutlery safely and begin to show accuracy and care when drawing. I practice, revise and refine expression in movement when responding to music and move with fluency. I can change the style of my movements in response to what I hear, and to express different feelings. I show an understanding of beat when using movement, body percussion and instruments

Earlsdon Primary School & Nursery: Progression in Learning Framework - Literacy (Specific)

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)

ELG: Comprehension

Children at the expected level of development will:

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

ELG: Word Reading

Children at the expected level of development will:

- 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

ELG: Writing

Children at the expected level of development will:

- 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 .

Literacy Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			Interface with KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
COMP	Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them Joins in with stories and poems Fills in the missing word or phrase in a known rhyme or story	Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary Talks about events and characters in stories	Enjoys a range of print and digital fiction and non-fiction books, Shares books, rhymes and songs, answering simple 'why' questions Retells deeply familiar stories, using some new vocabulary Suggests how a story might end	Shares books, rhymes and songs with others, answering questions about 'when' and 'how' Describes main story settings, events and characters in some detail Retells familiar stories using new vocabulary Uses vocabulary found in texts, exploring meaning	Knows that information can be retrieved from books and technology Asks questions to find out more and to check understanding about what has been read Re-tells short stories in the right order, with some exact repetition and some of their own words, and using new vocabulary Talks about the new knowledge and	Understands and explains the books they can already read accurately and fluently and those they listen to.

						vocabulary learnt from books	
	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 in their play	Uses vocabulary from books, in other some contexts such as role play	Uses vocabulary from books in a range of other contexts, including role play	Uses a range of new vocabulary from books in a range of contexts, including role play	Participates in discussions about what is read to them
	Enjoys listening to stories Knows how to hold a book, turn pages and that reading is left to right	Enjoys choosing their own books to read Can identify front cover, back cover and title	Enjoys sharing books Has an awareness of pages and words Understands why we have books	Is able to talk about the job of an author and an illustrator Re-reads books deepening understanding	Can explain the difference between fiction and non-fiction books Re-reads books deepening understanding	Can find the blurb and explain what its purpose is Re-reads books deepening understanding	Develops pleasure in reading, motivation to read, vocabulary and understanding
WORD READ	<i>Begins to:</i> experiment with sounds and words listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration speak clearly and audibly with confidence and control distinguish between different sounds in words and develop awareness of the differences between phonemes	<i>Explores:</i> experimenting with sounds and words listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration speaking clearly and audibly with confidence and control distinguishing between different sounds in words and developing awareness of the differences between phonemes	<i>Can:</i> experiment with sounds and words listen attentively with an awareness and appreciation of rhyme, rhythm and alliteration speak clearly and audibly with confidence and control distinguish between different sounds in words and is developing an awareness of the differences between phonemes	As set out in Phonics Programme	As set out in Phonics Programme	As set out in Phonics programme	As set out in Phonics programme
PHONICS	Is beginning to develop their phonological awareness	Can spot rhymes Can clap syllables in a word Is beginning to orally blend and segment	Can clap and count syllables in a word Can recognise words with the same initial sound - <i>mouth, money</i> Can orally blend and segment	Reads aloud from simple graded books applying their current knowledge of phonics and common exception words	Reads aloud from graded books applying their current knowledge of phonics and common exception words Reads with emerging fluency	Reads aloud simple sentences from graded books applying their current knowledge of phonics and common exception words Is developing fluency	Applies phonic knowledge and skills as a route to decode words, and reads common exception words

						Links sounds to letters, naming and sounding the letters of the alphabet	
WRITING	Distinguishes between the different marks they make Uses scribbles and symbols that represent letters when exploring writing	Sometimes gives meaning to their drawings and paintings Uses symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups'	Ascribes meanings to signs, symbols and words that they see in different places Is beginning to talk about ideas they want to write about Writes 'letter groups' which have spaces in between, to resemble words Uses some of their print and letter knowledge in early writing Attempts to write some or all of their name	Knows that phonemes are represented by graphemes Articulates ideas structuring them in speech, before writing, with adult support Begins to write words using phonic knowledge Forms some lower-case letters mostly correctly Writes own name with some accuracy	Articulates ideas structuring them in speech, before writing, with some adult support Writes simple phrases using phonic knowledge Forms lower case and some capital letters (names) mostly correctly Writes own name, mainly correctly	Enjoys creating texts to communicate meaning for an increasingly wide range of purposes Articulates ideas structuring them in speech, before writing Writes simple phrases and sentences using phonic knowledge and learnt common exception words, sometimes attempting to use capital letters and full stops. Forms lower case and capital letters mostly correctly Sometimes re-reads what they have written to check it makes sense and, with support, make simple changes Attempts to write full name	Composes simple phrases and sentences using some learnt phonic knowledge and learnt common exception words, sometimes attempting to use capital letters and full stops.

Assessment: On track/not on track using best fit for each descriptor – Literacy

N1	I can talk about stories, songs, rhymes and non-fiction books, using the pictures to help me. I join in with stories and poems; and I fill in the missing word/phrases in a known rhyme or story. I am starting to explore some simple vocabulary from books in my play. I enjoy listening to stories and I know how to hold a book, turn pages and that reading is left to right. I am beginning to experiment with sounds and words. listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration, speak clearly and audibly with confidence and control, distinguish between different sounds in words and develop awareness of the differences between phonemes. I distinguish between the different marks I make. I use scribbles and symbols that represent letters when exploring writing
N2	I enjoy sharing stories, rhymes, songs and non-fiction books, exploring new vocabulary and remembering much of what happens. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I explore some simple vocabulary from books in my play. I enjoy choosing books to read and I can identify the front cover, back cover and title.

	I am developing experimenting with sounds and words, listening attentively, a growing awareness and appreciation of rhyme, rhythm and alliteration, speaking clearly and audibly with confidence and control and distinguishing between different sounds in words and an awareness of the differences between phonemes. I can spot rhymes and clap the syllables in a word. I am beginning to orally blend and segment. I sometimes give meaning to my drawings and paintings. I use symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups'
N3	I enjoy sharing books and I have extended conversations about stories, rhymes, songs and non fiction texts, answering simple questions and learning new vocabulary. I use some vocabulary from books in my play. I can talk about events and characters. I have an awareness of pages and words and I understand why we have books. I can experiment with sounds and words. I can listen attentively for a short period with an awareness and appreciation of rhyme, rhythm and alliteration. I can speak clearly and audibly with confidence and control. I can distinguish between different sounds in words and I am developing an awareness of the different phonemes. I can clap and count syllables in a word. I can recognise words with the same initial sound - <i>mouth, money</i> . I can orally blend and segment. I ascribe meanings to signs, symbols and words that I see in different places. I am beginning to talk about ideas I want to write about. I write 'letter groups' which have spaces in between, to resemble words. I use some of my print and letter knowledge in my early writing. I attempt to write some or all of my name.
R1	I enjoy an increasing range of print and digital fiction and non-fiction books. I share books, rhymes and songs, answering simple 'why' questions. I can suggest how a story might end. I use some new vocabulary I have met in books to retell deeply familiar stories and in some other contexts such as my role play. I can talk about the job of an author and an illustrator. I re-read books, deepening my understanding. I can read aloud from simple graded books applying my knowledge of phonics and common exception words. I know that phonemes are represented by graphemes. With adult support, I articulate ideas structuring them in speech, before writing. I am beginning to write words using my phonic knowledge. I form some lower case letters correctly and, with adult support. I can write my own name with some accuracy.
R2	I share books, rhymes and songs, answering questions about 'when' and 'how'. I can describe main story settings, events and characters in some detail. I can explain the difference between fiction and non-fiction books. I can retell familiar stories using new vocabulary. I can use vocabulary found in a range of texts, exploring meaning, in a range of contexts, including role play. I re-read books, deepening my understanding. I can read aloud, with emerging fluency, from graded books, applying my knowledge of phonics and common exception words. With some adult support, I articulate ideas structuring them in speech, before writing simple phrases using my phonic knowledge. I form lower case and some capital letters, mostly correctly. I can write my first name, mainly correctly
R3	I know that information can be retrieved from books and technology. I ask questions to find out more and to check my understanding about what I have read. I can find the blurb and explain what it is. I can re-tell short stories in the right order, with some exact repetition and some of my own words, as well as new vocabulary. I talk about some of the new knowledge and vocabulary learnt from books and use it in a range of contexts, including role play. I re-read books to deepen my understanding. I can read simple sentences aloud from graded books, applying my knowledge of phonics and common exception words and I am developing my fluency. I can link sounds to letters, naming and sounding the letters of the alphabet. I enjoy creating texts to communicate meaning for an increasingly wide range of purposes. I can articulate ideas structuring them in speech, before writing simple phrases and sentences using my phonic knowledge and learnt common exception words and sometimes attempting to use capital letters and full stops in the right place. I can form lower case and capital letters mostly correctly. I can re-read what I have written to check it makes sense and, with support, sometimes make simple changes. I can attempt write my full name correctly.

Earlsdon Primary School & Nursery: Progression in Learning Framework - Mathematics (Specific)

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

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

Mathematics Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
NUMBER	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	Identifies different representations of the numbers 1-5, matching the number name to the numeral and quantity Identifies zero as one less than 1 and uses the name numeral 0	Identifies different representations of the number 6-10, matching the 1 number name to the numeral and quantity Recites numbers to 20 in the right order, from different starting points	Identifies numbers to 20 (and beyond) Recites numbers beyond 20, from different starting points, in the right order Recognises the pattern when they are counting	Includes: Can count to and across 100, forwards and backwards Can count, read and write numbers to 100 in numerals; Can count in multiples of twos, fives and tens Can identify one more and one less Can use the language of: equal to, more than, less than (fewer), most, least
	Is beginning to use number names in the context of play	Can say number names for each item in order 1,2,3	'Tags' (points or touches each item), using the stable order of 1,2,3	Counts up to 5 in different arrangements – touching each object Counts on and back to 5 Can count up to 5 things that can't be seen such as sounds, actions, words	Counts up to 10 applying the counting principles Can say one number for each item in order, to 20 Counts out a smaller number from a larger group Can say, with some accuracy, how many there might be, before counting (sets up to 10)	Counts on and back beyond 10 noticing 1-9 repeating patterns Counts on and back from different starting points Can count, including crossing boundaries 19/20 and 29/30. Counts things that cannot be moved - <i>birds at the bird table</i>	

Attempts to count in play	Counts 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	Can say how many there are after counting, knowing that the last number in the count is the total number in a group Understand that each number we count on is one more and each we count back is one less	Can link the number symbol with its cardinal value – to 10 Can sometimes recognise amounts that have been rearranged and is beginning to know 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 that, if nothing has been added or taken away, then the amount is the same	Can read and write numbers from 1 to 20 in numerals and words
Can recognise groups of 1 or 2 objects	Can recognise up to 3 objects without counting them individually	Can quickly recognise up to 3 objects without having to count them individually	Can subitise up to three in standard and non-standard ways	Can subitise to 5 Uses known subitising groups to help subitise to 10 e.g. 4 and 4 for 8	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 the amount of objects in a group	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	Compares quantities of up to 10 objects arranged in different ways - Can explain the '1 more than/ 1 less than' relationship between 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 up to 5 using the 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 up to 10 into two groups, recognising the whole number can be recombined as pairs of numbers to make the same total	
Experiments with own symbols and marks	With adult support experiments with recording quantities eg tallying, dots	Experiments with mark-making/writing numbers of personal significance	Uses mark making to effectively show 1,2, 3 Know which pairs make a number within 5 Can automatically recall double facts 1+1, 2+2	Uses mark-making to effectively show 0-10 Can automatically recall double facts within 10	Can recall most number bonds to 10, including all double facts Can explain the pattern	

FRACTIONS			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 halving is sharing into 2 equal parts and doubling is adding the number to itself	Recognises a half as one of two equal parts of an shape/quantity
PATTERN	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 and can spot and correct an error	Continues, copies and re-creates repeated patterns, using shapes and numbers (ABB) Can identify patterns in the environment	Continues, copies and re-creates repeated patterns using shapes and numbers (ABBC) Can talk about some patterns of numbers within 10	Continues, copies and creates repeating patterns, spotting errors Can talk about patterns of numbers within 10, including odds and evens and number facts	Can recognise and create patterns in the number system with objects and with shapes
SHAPE	Explores 2D and 3D shapes e.g. through block play and modelling Selects shapes appropriately e.g. cube/cuboid for a house Combines shapes to make pictures Makes simple constructions	Explores 2D and 3D shapes e.g. through block play, puzzles, modelling, using some shape names and related mathematical language Combines shapes to make other shapes Selects shapes appropriately e.g. square house with triangle roof	Can name some 2D shapes - circle, rectangle, triangle, square in play Can name some 3D shapes - cube, cuboid, cylinder, cone, in play Uses some mathematical language to talk about shape e.g. sides, corners, flat, round, in play	Explores which shapes roll and which slide and explains why using the vocabulary 'curved' and 'flat' Recognises and describes 3D shapes: cube, cuboid, cylinder, cone, sphere Recognises and describes 2D shapes: circle, square, rectangle, triangle	Can recognise that the faces on a 3D shape often comprise of 2D shapes Can identify and describe a pentagon, a hexagon and an octagon Plans to make models, selecting blocks needed and visualising what they will build	Uses mathematical language such as faces, edges to describe 3D shapes Recognises and describes pyramids and triangular prisms Recognises which shapes combine to make other shapes	Can recognise a range of 3D and 2D shapes and talk about their properties
SPACE	Talks about familiar places Begins to remember their way around familiar environments eg knows where to find their favourite activity	Uses ordinal vocabulary 'first' 'last' in play Uses some positional language such as 'in' 'out' 'on' 'under' 'next to' 'behind' in play Recalls some parts of a familiar route	Understands and uses positional language 'in' 'out' 'on' 'under' 'next to' 'behind' Moves and rotates objects to fit the space Describes a familiar route using simple directional language	Is beginning to use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside' Describes a familiar route using directional language	Uses positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside' Uses ordinal numbers to describe position in a line	Follows and gives directions Turns and flips objects to make shapes fit; predicting and visualising how they will look	Can describe position, direction and movement
MEASURE	Uses big and small to compare size Explores 'heavy' and 'light' and 'full' and 'empty' in play Anticipates times of the day, such as mealtimes or home time	Uses long/short to compare length; tall/short to compare height Uses 'heavy'/'light' to compare mass and 'full'/'empty' to compare capacity	Makes simple comparisons about: - length using longer, shorter, - height using taller, shorter, - weight using , heavier, lighter	Can order three items by length and weight using non-standard measures, correctly using - longest, shortest, - heaviest, lightest	Can order three items by height and capacity using - tallest, shortest - full, empty, half full/empty	Uses a range of non-standard units for measuring Measures time with timers and calendars, such as months of the year and seasons.	Can describe and solve practical problems involving length, height, weight, capacity and time

		Sequences some familiar events	capacity using more/less full/empty		Orders and sequences events using everyday language related to time	Solves problems involving prediction about comparisons of measures	
	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.	Recognises that there are different coins and notes.	Recognises and knows the values of different coins and notes

Assessment: On track/not on track using best fit for each descriptor – Mathematics

N1	I can recite some numbers, not always in order. I attempt to count and use some number names in my play. I can recognise groups of 1 or 2 objects. I can compare quantities using 'more than' in play. I experiment with making marks to represent numbers. With adult support, I talk about patterns around me. I can arrange items in their own patterns. I can explore 2D and 3D shapes through block play and modelling. I can combine shapes to make pictures and simple constructions. I can remember my way around familiar environments. I use 'big' and 'small' to compare size and I explore 'heavy' 'light' 'full' and 'empty' in my play. I can anticipate the time of day eg home time. I explore money in play activities
N2	I recite numbers to 5 usually in the correct order and I can say number names for each item in order 1,2,3. I count in play and I am beginning to understand the significance of the last number in the count. I can recognise up to 3 objects without counting them individually. I compare quantities using 'more than' 'fewer than' in play. I experiment with recording quantities. I identify patterns around me and I explore 2D and 3D shapes using a range of shape names and related mathematical language. I combine shapes to make other shapes and I select shapes appropriately. I understand and use some positional language and I can recall some parts of a familiar route. I use 'long' and 'short' to compare length, 'tall' and 'short' to compare height, 'heavy' and 'light' to compare mass and 'full' and 'empty' to describe capacity. I can sequence some familiar events. I explore money through first hand experiences
N3	I can recite numbers past 5 and say one number for each item in order 1-5. I have fun counting as far as I can go. I 'tag' (pointing to/touching each item), using the stable order 1,2,3. I count in my play and I am beginning to understand the significance of the last number in the count. I quickly recognise up to 3 objects without counting them. I compare quantities where amounts are obviously very different, - using 'more than' 'fewer than' 'the same' I am starting to understand the composition of numbers 2 and 3 and can partition sets of 2 and 3 objects using a part-part whole model. I experiment with mark-making/ writing numbers important to me. I can 'share' from a whole or a quantity of objects. I extend and create ABAB patterns and I can spot and correct an error. I can name some 2D and 3D shapes, in play. I can use some mathematical language to talk about shapes. I understand and use some positional language – in, out, under, next to, behind. I can move and rotate objects to fit a space. I can describe a familiar route using simple directional language. I make simple comparisons about length, height, weight and capacity. I understand that items need to be paid for and can talk about what I want to buy
R1	I can identify representations of numbers 1-5, matching number names to numerals and quantities. I can identify zero and name it. I can count to 5 in different arrangements, count on and back to 5 and count up to 5 things that cannot be seen eg sounds, words. I know the last number in the count is the total. I understand that each number I count on is one more, and each number I count back is one less. I can subitise up to three. I can compare the amount of objects in a group. I understand the composition of numbers 2-5. I can partition sets up to 5 using the part-part whole model. I know the combining of sets is 'addition'. I mark-mark/write 1,2,3. I know which pairs make a number within 5. I automatically recall double facts 1+1 and 2+2. I understand how to share a whole in equal parts. I can continue, copy and recreate patterns using shapes and numbers (ABB). I can identify patterns in the environment. I explore which shapes roll and which slide and explain why. I recognise and describe some 2D and 3D shapes. I can use some positional vocabulary – over, above, beneath, beside. I can describe a familiar route using directional language. I can order three items correctly using longest, shortest, heaviest, writing. I can order and sequence events using time related language. I recognise there are different coins and notes in money
R2	I identify different representations of the numbers 6-10 matching number names to the numeral and quantity. I can recite numbers to 20 in the right order, from different starting points. I can count to 10 applying counting principles. I can say one number for each item in order to 20. I can say, with some accuracy, how many there might be, up to 10, before counting. I can sometimes recognise amounts that have been rearranged. I can subitise to 5. I use known subitising groups to help subitise to 10 eg 4 and 4 for 8. I compare quantities of objects of different sizes up to 10, using vocabulary such as 'more than' 'less than' 'fewer' and 'the same as' and 'equal'. I can find 1 more/1 less from a given number. I can partition sets of up to 10 into two groups and recombine to make the same total. I understand that subtraction is removing objects. I can use mark-making/write numbers to show 0-10. I can automatically recall

	double facts within 10. I understand how to share a whole or a quantity of objects into equal parts. I can continue, copy and recreate repeated patterns (ABBC). I can identify and describe a pentagon, a hexagon and an octagon. I can recognise the faces on a 3D shape often comprise 2D shapes. I can use positional language 'in between' 'over' 'above' 'beneath' 'beside'. I can use ordinal numbers to describe position in a line. I can order three items by height and capacity. I can order and sequence events using everyday 'time' language. I can recognise that there are different coins and notes
R3	I identify and recite numbers from different starting points, in the right order, forwards and backwards, to 20 and beyond. I can recognise the pattern when I am counting. I can count crossing boundaries 19/20 and 29/30. I can count things that cannot be moved. I can link the numeral with its number value to 20. I can recognise amounts that have been rearranged and I know if nothing has been added or taken away, the amount is the same. I can quickly recognise amounts (subitise) up to 5 when they are not in the 'regular' arrangement and I can compare quantities up to 10 objects arranged in different ways. I can explain '1 more than/1 less than' in numbers to 10. I can partition sets up to 10 into two groups, recognising the whole number can be recombined as pairs of numbers to make the same total. I can recall most number bonds to 10, including all double facts. I know that halving is sharing into 2 equal parts and doubling is adding a number to itself. I can continue, copy and create repeating patterns, spotting errors. I can talk patterns of numbers within 10, including odd and evens and number facts. I can use mathematical languages such as 'face' 'edge' to describe 3D shapes. I recognise and describe pyramids and triangular prisms. I recognise which shapes combine to make other shapes. I can follow and give directions. I can turn and flip objects to make shapes fit. I use a range of non-standard units for measuring and I solve problems about comparisons of measures. I can recognise a variety of coins and notes.

Earlsdon Primary School: Progression in Learning Framework - Understanding the World (Specific)

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.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of 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

ELG: People, Cultures and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class
- 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

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Understanding the World - Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
PAST & PRESENT	Knows and understands 'today' and 'yesterday'	Knows some days of the week	Knows and understands 'tomorrow'	Knows the days of the week and their order	Knows the seasons of the year	Can talk about sequences relevant to them - <i>school day; getting ready for bed</i>	Knows that time passes in sequential order
	Uses the past tense of many common verbs - 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 concepts Begins to draw on own experiences to compare what they can find out about the past with today, including from books – <i>theme of Kings & Queens</i>	Uses ordering language (some of which is from books they have read) - <i>first, next, after that</i> Draws on own experiences to compare with what they can find out about the past, including from books – <i>theme of family day out</i>	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

PEOPLE CULTURES & COMMUNITIES	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, adult)	Explains the key differences in what family members of different ages can and can't do Can describe some family memories	Knows 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 - <i>doctor, shop worker</i>	Shows an interest in different occupations - <i>firefighter, police</i>	Can talk about a wide range of occupations - <i>electrician, warehouse operative, hairdresser</i>	Can identify the role of the emergency services in society and know how to call for help	Can identify similarities and differences in jobs – <i>scientist, dog-walker, chef</i>	Can talk about their aspirations for their own role in society	Understands similarities and differences between people
	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	Recognise some similarities between past and present
	Begins 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	Interprets a range of geographical information, including maps
	Talks about what they see at school or home	Knows they live in Hollymoor Explores the school grounds with interest	Can talk about what they see in their environment - <i>park, local shops</i>	Talks about what they see in the school grounds and local area Knows they live, which is in England	Can understand differences between where they live and another area in the UK– Little Bank village Can explain how life may be different for other children living elsewhere – Little Bank village and other countries	Can identify similarities and differences between where they live and homes/schools in other countries - <i>Nigeria</i>	Compares the UK with contrasting countries
	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 events in their own life and in the lives of family members	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 Enjoys joining in with family customs and routines	Is beginning to understand that there are differences in what people believe Knows about some festivals celebrated by others	Knows about some places of worship Knows people in their community celebrate special days	Says what might happen on some special days e.g. Christmas, Eid Can name some places of worship	Joins in with celebrations and recalls what happened last time on that day	Can articulate what others celebrate and understand that some special days repeat annually Knows why religious venues are special and who goes there	To know that there are different religions and that they have a belief system. Describes the main festivals of a religion and its place of worship
THE NATURAL WORLD	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 - <i>flowers, trees; giant snails</i>	Observes some features in the natural world in a contrasting environment from where they live – <i>Little Bank village</i>	Explores the natural world around them, making observations and drawing pictures of animals and plants – <i>farm visit</i>	Explores the world around them and raises own questions
	Knows the names of some animals - <i>pets, farm animals</i> Knows about some key changes to nature in Autumn	Knows some key changes to nature in Spring Can identify that things in nature change with time - <i>growing cress</i> Knows about the life cycle of a chick	Knows some key changes to nature in Summer Knows the name of some plants - <i>sunflower, poppy</i>	Knows and can talk about some key changes to nature in autumn Can say what plants and animals need to survive	Knows and can talk about some key changes to nature in winter and spring Can talk the life cycle of a butterfly Talks about the features of their own immediate environment and how environments might vary from one another	Knows and can talk about some key changes to nature in summer Has developed some understanding of the effect their behaviour can have on the environment – <i>recycling</i>	
	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 - <i>freezing, melting</i>	Talks about the differences between materials and changes they notice Explores floating and sinking	Observes and interacts with natural processes - <i>sound causing a vibration, a magnet attracting an object</i>	Observes the natural process of light casting a shadow	Understands the effect of changing seasons on the natural world Can talk about changing states of matter	Identifies differences, similarities or changes related to simple scientific ideas and processes

Assessment: On track/not on track using best fit for each descriptor – Understanding the World

N1	I understand 'today' and 'yesterday'. I use past tense verbs, mainly accurately. I know my name, and who I live with. I am interested in the jobs of some people I know. I am interested in characters in stories and rhymes. I am beginning to explore simple maps in my play. I talk about what I see at school or home. In play, I imitate actions and events from my own family/cultural background. I enjoy joining in with family customs and routines. I know about special events, festivals, places of worship relevant in my own life. I use my
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	senses to explore the natural environment and a range of materials around me. I can name some pet and farm animals. I know about some key changes to nature in Autumn. I am beginning to explore and talk about different forces I can feel
N2	I know some days of the week. I use the past tense to talk about what has happened. I talk about who/what is special to me. I show interest in different jobs. I like to find out about people in non-fiction texts. I know what a map is used for. I know I live in Hollymoor. I explore the school grounds with interest. I am beginning to know that I have similarities/differences compared to others. I am beginning to understand there are differences in what people believe, I know about some festivals celebrated by others. I explore the natural environment and I am beginning to identify some similarities/differences within it. I know about some key changes to nature in Spring. I can identify that things in nature change - growing cress. I know about the life cycle of a chick. I explore and describe forces. I am beginning to understand changing states of matter - freezing, melting
N3	I understand the concept of 'tomorrow'. I understand 'before' and 'after'. I can talk briefly about some members of my family. I can talk about a wide range of jobs. I comment on people and events in books. I can identify some features on a map. I can talk about what I see in my environment. I remember and can talk about significant events in my own experience. I know about some places of worship and that people in my community celebrate special days. I explore the natural environment and can identify some similarities and differences within it. I can name some plants. I know the key changes to nature in Summer. I talk about the differences between materials and the changes I notice. I can explore floating and sinking
R1	I know the order of the days of the week and that their order. I understand the concepts 'then' and 'now'. I am starting to use my own experiences to compare with what I find out about the past, including from books. I can sequence family members, explaining who they are. I know the role of the emergency services and how to call for help. I am starting to compare and contrast settings, events or characters from the past, including those I have met in books. I can identify a range of features on a map. I can talk about what I see in the school grounds and local area. I know I live in Hollymoor which is in England. I know some of the things that make me unique. I can talk about some similarities and differences in relation to friends and family. I can say what might happen on some special days. I can name some places of worship. I observe some features in the natural world and make drawings of them. I know and can talk about some key changes to nature in Autumn. I know what plants and animals need to survive. I know about natural processes, eg sound causing a vibration, a magnet attracting an object
R2	I know the seasons of the year. I use ordering language – first, next, after that. I use my own experiences to compare with what I find out about the past. I explain key differences in what family members can/can't do. I can describe some family memories. I identify similarities/differences in jobs. I compare and contrast settings, events or characters from the past, that I have met in book. I use a map to find features in 'real life'. I identify similarities/differences between where I live and homes/schools in other places and I can compare life for children in different countries. I can talk about events in my life and in those of family members. I join in with celebrations and can recall what happened last time on that day. I know about some features of the natural world in a contrasting environment from where I live. I can talk about the features of my own environment and how environments might vary from one another. I know and can talk about some key changes to nature in Winter and Spring. I can talk about the life cycle of a butterfly. I know about light casting a shadow
R3	I can talk about a sequence of events relevant to me. I am able to sequence stories. I know things I can do now that I could not do when I started school. I talk about my aspirations. I know some similarities and differences between the past and now – drawing on my experiences and what I have learnt from books. I can explain the difference between some human and physical features on maps. I can identify similarities and differences between where I live and homes/schools in other countries. I know about similarities and differences between myself and others, and among families, communities and traditions. I can talk about others' celebrations and I know that some special days repeat annually. I can make observations and drawings of animals and plants. I know and can talk about some key changes to nature in summer. I have some understanding of the effect of my behaviour on the environment. I understand the effect of changing seasons on the natural world. I can talk about changing states of matter

Earlsdon Primary : Progression in Learning Framework - Expressive Arts & Design (Specific)

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

ELG: Creating with Materials

Children at the expected level of development will:

- 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

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt, and recount narratives and stories with peers and their teachers
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music

Expressive Arts & Design - Progression in Learning small steps Nursery to KS1							
	Nursery			Reception			Interface with KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
CREATING WITH MATERIALS	Can explore pre-made paint using large brushes, blocks, sponges held in the palm of the hand to create own pieces of art	Can paint using large brushes, blocks, sponges with increasing control Prints on varied materials inspired by the work of other artists	Can paint on large paper using thick and medium brushes Can print with a range of small shapes and notices where their work is similar/different to the art of others	Later in autumn, begin to mix primary colours to make secondary colours (from powder) and use in own work Uses medium paintbrushes to add details to work Engages in large scale collaborative art using paint, sharing ideas with peers	Knows how to use white or black paint to add tint or shade and uses in own work Uses thin paintbrushes to add details to work Usually uses tripod grip to hold brushes, charcoal, pastels Can create own artwork using printing and a range of media and materials	Can colour match close to a specific colour/shade Experiment to mix media to create effect (e.g. glitter in with paint to create texture). Can select tools and materials to use in their painting Engages in collaborative art, choosing materials and media, inspired by the work of other artists Edits and improves work	Colour matches, altering tint and shade Uses a variety of brushes and tools to create different effects Prints with a range of resources

	Distinguishes between the different marks they make Draws circles and lines Draws from observation to create own pieces of art	Sometimes gives meaning to their drawings and paintings Draws enclosed spaces, giving meaning Draws from observation and, supported by an adult, adds in detail	Draws faces with features Draws potato people (no neck or body), inspired by other artists Draws from memory	Shows some emotions in drawings of people e.g., happy, sad Draws from the imagination	Draws simple people of an appropriate size for what they are drawing Begins to self-correct any mistakes Draws houses and simple landscapes	Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features) Draws landscapes, buildings, and animals with some details	Draws portraits, detailed pictures, landscapes, buildings, and animals
	Explores malleable materials including clay Uses 3D and 2D structures to explore materials and/or express ideas	Makes marks in malleable materials including clay Uses small world equipment and other resources to develop stories in pretend play	Manipulates malleable materials, to create own designs With adult support, works with others to construct with open-ended resources to make imaginative and complex 'small worlds'	Constructs a piece, using inspiration from other artists/designers, using their own choice of media Makes use of a variety of resources – loose part play	Works with others to create collaborative ideas, design and make something they give meaning to With some support, negotiates with others to build models which replicate those in real life	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	Uses a variety of techniques and shapes to sculpt
BEING IMAGINATIVE & EXPRESSIVE	Explores instruments from a range of cultures and times Listens with increased attention to sounds Enjoys listening to a wide range of music	Explores instruments, including some tuned instruments, from a range of cultures and times Responds to music in their own way	Uses instruments, including music apps, to experiment with making music to express ideas Can name a few different instruments Plays an instrument to a simple beat Talks about how music makes them feel	Names and explores a wide range of instruments eg chime bars, xylophones Selects own instrument and plays in time to music Understands different emotions through music	Changes the tempo and dynamics whilst playing Begins to create own music with others, sharing ideas and developing skills together Moves differently to different sounds e.g. march to a drum, creep to a maraca	Begins to write own compositions using symbols, pictures, or patterns Express opinion about music they have heard	Recognises instruments in music Express opinion Appraise and perform
	Sings some familiar songs Moves to music	Sings a range of songs and rhymes Sings in a small group Copies some basic actions Watches short dances and performances	Sings a repertoire of songs Sings in a group, trying to keep in time Copies and uses basic actions in songs Shares some likes and dislikes about music	Sings in a group, matching pitch and following the melody Learns short routines, beginning to match pace Begins to replicate dances and performances	Sings calls and responds to songs, echoing phrases sung to them Watches and talks about dance performances from different times and cultures and responds through their own creative dance	Sings by themselves, following melody Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers	Sings in tune and to the beat Puts a sequence of actions together Begins to improvise to create a simple dance

	Plays with familiar resources in role play Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently	Uses own experiences in role play Notifies what others do, mirroring what is observed, adding variations and then doing it spontaneously Engages in small world play related to rhymes and stories	Begins to use objects to represent something else in pretend play With support, begins to negotiate roles in play, working with others, copying ideas Plays alongside others who are engaged in the same theme	Uses first hand experiences and learnt stories to develop storylines in role play Enhances small world play with a range of props which can be used flexibly and which encourage imagination	Uses own experiences and learnt stories to develop storylines Works with others to enhance small world play with a range of props used flexibly and with imagination	Works with others to engage in and develop creative role play and small world play, which sometimes develops over time	Takes part in a simple role play of a known story
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Assessment: On track/not on track using best fit for each descriptor – Expressive Arts & Design

N1	I can use tools and paint to make my own pieces of art. I can draw circles and lines and, sometimes, I give meaning to the marks I make. I can explore malleable materials. I can stack and build with objects. I can explore instruments from a range of cultures and times. I enjoy listening to a wide range of music. I can sing some familiar songs. I can move to music. I can play with familiar resources in role play and I can use a range of small world resources independently
N2	I can paint using a range of implements with some control. I can print on varied materials, inspired by the work of other artists. I sometimes give meaning to my drawings and paintings. I can draw enclosed spaces. I can draw from observation and, supported by an adult, can add in detail. I can make marks in malleable materials including clay. I can use small world resources in my play. I can explore a range of tuned and untuned instruments. I can respond to music in my own way. I can sing a range of songs and rhymes. I can sing as part of a small group and copy some basic actions. I can watch short dances and performances with interest. I notice what others do, mirroring what I see and then add variations and use the ideas spontaneously in my play. I engage in small world play related to stories and rhymes
N3	I can mix my own paint using primary colours. I can paint on large paper using thick and medium brushes. I can print with a range of shapes and know why my work is similar/different to others. I can draw faces with features. I can draw 'potato people' inspired by other artists. I can draw from memory. I can manipulate malleable materials to create my own designs. With adult support, I can work with others to make constructions and small worlds, using open-ended resources. I can name a few musical instruments. I can talk about how music makes me feel. I can sing a repertoire of songs. I can sing in a group, trying to keep in time. I can copy and use basic actions in songs. I can share some likes and dislikes about music. I am beginning to use objects to represent something else in pretend play. With support I can negotiate roles in play when working with others. I can play alongside others who are engaged in the same activity
R1	I can mix primary colours to make secondary colours and use in my work. I can use thin paintbrushes to add detail to paintings. I can engage in a large scale collaborative art project. I can show some emotions in drawings of people. I can draw from my imagination. Using malleable materials, I can construct a piece using inspiration from other artists, and choosing my own media. I can take part in loose part play. I can name and explore a wide range of instruments. I can select an instrument and play it in time to music. I understand different emotions in music. I can sing in a group, matching pitch and following the melody. In movement I can learn short routines and I can replicate some aspects of performances I see. I use first hand experiences and stories to develop storylines in role play. I use a range of props and open-ended resources to enhance small world play
R1	I know how to add tint/shade to colour and use in my work. I usually use a tripod grip to hold implements. I can use printing and other media and materials in my artwork. I can draw people of appropriate size, houses and simple landscapes. I can self-correct some mistakes. I can work in a collaborative art project and give meaning to what I produce. With some support I can negotiate with others to build models which replicate real life. I can change the temp and dynamics when playing music. I can beginning to create music with others. I can move differently to different sounds. I can sing calls and echo phrases. I can watch dance performances and respond through my own creative movement. I use my own experiences and stories to develop storylines in role play. I can collaborate to enhance small world play with props and open-ended resources
R3	I can colour match close to a colour/shade/ I can select tools and materials to use in painting. I can engage in collaborative art, choosing materials and media inspired by other artists. I can return to my work to edit/improve it. I can draw a self-portrait, landscapes, buildings and animals, with some detail added. I can construct a collaborative piece with clear intentions, discussing problems as they arise and evaluate the work. With support, I can write my own musical composition using symbols, pictures and patterns. I express my

	opinion about music I have heard. I can sing, following a melody. I can attempt to choreograph my own dance, inspired by others, and share my ideas. I can work with others to develop creative role play and small world play, which sometimes develops over time
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