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| **St Luke’s Park *Primary School: EYFS Curriculum Goals – ‘On Track’ Assessment Guide*** *2023-2024* |
| This progressive document is used to support the EYFS team in determining whether children are ‘on track’. It is influenced by *Development Matters (2020)*, our whole school curriculum and knowledge of our children, families and community. It is designed to be used as guide to support teacher’s professional judgements and their existing knowledge of each child (and their Characteristics of Effective Learning) when planning provision, during termly trust moderations and for staff new to or working outside of EYFS. As our curriculum is influenced by our children’s current interests and needs, an element of flexibility is required when using it.  |
| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Communication & Language* | * Enjoy listening to longer stories
* Can remember what has happened in a story
* Follow a 2-part instruction
 | * Listen to and participate in discussions in key worker groups
* Listen and respond to a peer during play
 | * Listen to and participate in discussions during whole class activities
* Listen to a peer and alter their play in response to what they hear
* Understand how to listen carefully
 | *Listening, Attention & Understanding* | * Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions
* Make comments about what they have heard and ask questions to clarify their understanding
* Hold conversation when engaged in back-and-forth exchanges with teacher and peers
 | * **LISTEN** to others with intent
* Understand why we should listen carefully
 |
| * Know what a question is
* Ask a question
* Answer who, where and when questions
* Understand ‘why’ questions
* Comments and responses to Qs about stories show they understand what is happening
 | * Ask questions to find out more
* Ask questions to check that they understand
* Listen carefully to what someone says before responding
 | * Comments/Qs link to own thoughts and feelings and are of increasing relevance
* Use talk to:
	+ Draw conclusions: The sky’s gone dark. It must be about to rain.
	+ Explain effect: I fell because it was slippery.
	+ Make predictions: It might not grow there if it is too dark.
	+ Speculate: What if the bridge falls?
 | * **ASK** a relevant question, makes a relevant comment
* Think carefully about a question before responding
 |
| * Start and continue a conversation with someone familiar
* Respond to what someone else says
* Recognise we takes it in turns to speak
* Use simple conjunctions to link thoughts: ‘and’ ‘because’
 | * Beginning to acknowledge others’ point of view
* Use comments of increasing relevance during conversation
* Use intonation to make meaning clear to others
* Retell a simple event, e.g. how scratched knee
* Recognise words that rhyme or sound similar
 | * Start conversations with a range of individuals
* Use well-formed, longer, & more detailed sentences, e.g. “I made a big round pizza with tomato, cheese & ham on top.”
* Use some irregular past tense, e.g. “I drank all my milk.”
* Show that they can use language to reason and persuade “Can I go outside because it’s stopped raining?”
 | *Speaking* | * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
 | * Participate in a back-and-forth **DISCUSSION** with friends & teachers
* Respect what others say
* Understand why we converse
* Consistently wait their turn to speak
 |
| * Speak in sentences of at least 4-6-words
* Use talk to organise play & actions, e.g. ‘Let’s go on a bus…you sit there…I’ll be the driver.”
* Use future and past tense
* Use simple conjunctions to link thoughts: ‘and’ ‘because’
* Express a point of view and debate with someone if they disagree
* Start to share ideas in small groups
 | * Use complete and well-formed sentences
* Use a wider range of vocabulary often just after it’s been introduced
* Use talk to help work out problems
* Beginning to talk about why things happen
* Connect their ideas or actions using different connectives, e.g. if, so
 | * Use language in different ways: to ask, negotiate, give opinions, and discuss their own ideas/feelings
* Share important details that could influence the listener, e.g. “Ahmed fell over that stone, Javid didn’t push him”
* Describe past/present/future events in detail
* Explore and use new vocabulary in different contexts and in different ways
* Discuss similarities and differences
* Explain how things happen & developing explanations of why things happen
 | * **EXPRESS** ideas and feelings confidently
* Peers and adults typically understand what the child has said and means
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| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Personal, Social & Emotional* | * Talk about their feelings using appropriate words, e.g. sad, happy
* Follow a 2-step instruction
* Select and use resources to achieve a short-term goal
* Developing a sense of responsibility
* Pay and shift attention in a group situation for a short period of time
 | * Identify and express their feelings using a wider range of vocab, e.g. scared, excited, angry, frustrated, worried etc.
* Show resilience and perseverance when something is difficult
* Engage with mindfulness activities
* Know that they and their opinion are valuable
* Follow simple instructions given by a familiar adult
 | * Label and talk about own and others’ emotions.
* Respond well to more complex instructions in smaller groups but might need visual reminders in larger groups.
* Beginning to moderate their own feelings
* Take steps to meeting a simple goal
* Talk about ways to improve
* Demonstrate pride in achievements
* Understand the difference between mental and physical health and ways to look after their minds
 | *Self-Regulation* | * Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 | * **REGULATE** their own emotions and behaviour
* Discuss changes and related emotions
* Know some ways that help them to feel calm
 |
| * Confident to access the environment with minimal support
* Follow the rules as part of the new routine
* Explore activities feels confident in
 | * Feel a sense of belonging & confidence in the classroom
* Follow class rules with less need for reminders
* Find solutions without adult input
* Make independent choices and is confident to try new things although prefers to choose activities that are within their capability.
 | * Developing a sense of belonging & confidence in the wider school
* Complete set challenges/tasks with minimal and occasional adult support
* More confident to tackle and persist with new challenges
* With encouragement will keep going with new challenges.
* Follow & talk about the importance of school and class rules.
 | *Managing Self* | * 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.
 | * Be **INDEPENDENT** learners who are relaxed, open and **ACTIVE** in the environment
* Complete set challenges/tasks independently
 |
| * Know when, why and how to wash their hands
* Feel confident to use the toilet with minimal support
* Remove clothes for PE with minimal support and makes good attempts to redress
* Take own coat off
 | * Will ask to use the toilet and does so with minimal support
* Change for PE with minimal support
* Take coat off and put back on with minimal support
* Know how to stay safe on Bonfire Night
 | * Usually remembers when to wash their hands
* Will use the toilet independently
* Change for swimming with minimal support
* Take coat off and put on independently
* Know some ways to keep healthy
* Understand the difference between mental and physical health and how to look after their bodies
 | * **MANAGE** their own self-care
* Wash their hands after using the toilet without prompt
* Change for PE and swimming independently
* Fasten own coat independently
 |
| * Play alongside other children
* Beginning to understand how others might be feeling
* Take turns and share, sometimes with adult support
* Make new friends in class and share news with adults in key worker groups during circle time
 | * Play with a variety of children as part of a game or activity without adult support
* Identify and express their own emotions
* Show an understanding of others’ feelings
* Identify & respond appropriately to an upset child
* Aware of others’ needs but can find it hard if others lead.
 | * Interact with and is building good relationships with a variety of children & adults
* Label and talk about own and others’ emotions
* Consider how others feel
* Cooperate with others, listening and sharing some ideas
* Building respectful relationships
* Listen to advice about solving conflicts
* Use words to solve conflicts
* Attempt to solve conflicts independently
* Take turns in group activities
 | *Building Relationships* | * Work and play cooperatively and take turns with others
* Form positive attachments to adults and friendships with peers
* Show sensitivity to their own and to others’ needs.
 | * Build positive **RELATIONSHIPS** with others
* Show care for others and respond appropriately to their emotions
* Work as part of team
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| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Physical* | * Enjoy moving their body to use a range of indoor and outdoor equipment in the Reception environment
* Is excited by the idea of PE lessons and attempts to join in
* With encouragement will join in with GoNoodle
 | * Explore different ways to balance, climb and jump using large outdoor equipment
* Know their favourite way to move within the environment
* Enjoy participating, learning new skills and exploring ways of moving their body during PE lessons: throwing & catching/ using wall bars
* Enjoy joining in with daily GoNoodle and Dough Disco, but enthusiasm might vary depending on chosen song
* Learn and add actions to songs
 | * Explore different ways to travel
* Enjoy participating, learning new skills and exploring ways of moving their body during PE lessons: gymnastics/ dance/ football/ basketball/ hockey/ swimming
* Enjoy playing structured games using equipment
* Enjoy joining in with daily GoNoodle and Funky Fingers
 | *Gross Motor Skills* | * Negotiate space and obstacles safely, with consideration for themselves and others.
* Demonstrate strength, balance and coordination when playing.
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
 | * **ENJOY** moving their bodies in different ways
* Enjoy participating, learning new skills & exploring ways of moving their body during PE lessons: cricket, swimming, athletics
* Join in with Sports Day
* Confidently & enthusiastically join in with daily GoNoodle & Funky Fingers, wanting to improve
* Enjoy making up and playing own games using equipment
 |
| * Move body safely throughout the environment
* Confidently pedal, steer and change speed/direction using a tricycle
* Change direction and speed safely when on foot
* Understand the importance of themselves and others staying safe
 | * Negotiate obstacles safely and confidently
* Pedal a tricycle with strength & power to go uphill/pull along the weight of another child
* Attempt to use 2-wheeled bike
* Understand how to remain safe in the outside area with others using a variety of equipment
 | * Move around space safely and confidently, including the swimming pool and sports hall
* Confidently & safely travel over/under/through in gymnastics & with large outdoor equipment
* Use equipment during sports lessons confidently and safely
* Pedal a 2-wheeled bike & get back on if loses balance or falls off
* Consistently follow bike and swimming safety rules, encouraging others to do the same
 | * Manoeuvre with **SAFETY** and **CONFIDENCE**
* Change direction and speed with accuracy and awareness of others
* Move body confidently and accurately when using a range of equipment, e.g., to hit a target
 |
| * Hold pencil in fingers (rather than a whole hand grasp) with extended/hooked wrist
* Show a preference for a dominant hand
* Use drawing equipment to draw simple humans, zig zags and crossed lines
* Write some familiar letter shapes
 | * Use a comfortable grip with good control
* Attempt to use a tripod grip with crossed or tucked thumb
* Use drawing equipment to represent recognisable objects or shapes, including triangles, circles, and squares
 | * Write on a range of surfaces and heights
* Sit at a table to write.
* Hold a pencil in a tripod grip with some hyper extension
* Use drawing equipment to draw with increasing detail and complexity
 | *Fine Motor Skills* | * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
* Use a range of small tools, including scissors, paintbrushes and cutlery.
* Begin to show accuracy and care when drawing.
 | * **HOLD** writing tools effectively
* Sit comfortably at a table to write with a good posture
 |
| * Eat independently with a fork & attempt to use a knife
* Use a knife to indent or tear food items
* Use a knife to cut into playdough
* Use both hands to manipulate tools or resources
* Use scissors to make snips and attempt to cut lines, holding scissors in one hand
 | * Often hold a knife and fork at the same time
* Use forward & back motion to cut soft food items, e.g. potato
* Use a knife to cut through play dough
* Mould and shape clay with fingers and tools.
* Use scissors to cut lines, holding scissors comfortably in one hand.
 | * Use a knife to cut into soft clay using two hands to push down
* Use a forward and back motion to attempt to cut tougher/harder food items, e.g. sausages
* Use scissors to cut along curved lines, holding scissors in the correct position.
 | * **USE** cutlery with confidence
* Use a knife to cut through soft clay
* Confidently cut through a range of food items, seeking help only after making serious attempts
* Use scissors to cut around more complex shapes, e.g. characters
 |
| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Literacy* | * Enjoy listening to stories
* Talk about stories with others
* Discuss and answer simple questions about what’s happening in a story
* Answer simple questions about a story using pictures
 | * Re-read a story they enjoy and develop understanding
* Identify and talk about their favourite parts of stories
* Engage in book discussions in groups and when 1:1 with an adult
* Ask and answer questions about stories
 | * Retell stories read before in own words/by acting them out
* Identify and explain why they enjoy a story
* Identify a favourite story and use related vocabulary when discussing it
* Engage in book discussions with a Y6 buddy
* Use new vocabulary during discussions about favourite stories
 | *Comprehension* | * 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.
 | * **TALK** about a favourite story
* Identify and explains why they enjoy a story by referencing events, characters or the setting
* Identify & discuss their favourite part of a story
* Engage in book discussions with a peer
 |
| * Answer simple questions about the meaning of a sentence/word
* Identify familiar words in a text to match a given meaning
* Offer a simple definition of a familiar word within a text
 | * Explore the use of unfamiliar story vocabulary during independent play or discussions
* Use key vocabulary when retelling The Little Red Hen/Room on the Broom/The Nativity as part of a whole class activity
* Realise the importance of talking about unfamiliar words in order to fully understand a text
 | * When answering questions about a story, attempts to use recently-introduced vocabulary
* Use new story vocabulary in different ways and in different contexts
* Use own words alongside recently-introduced vocabulary when retelling Little Rabbit Foot Foo with peers during continuous provision and as part of whole class activities
* Ask what an unfamiliar word means during a 1:1 or group story session
* Offer possible definitions of recently-introduced vocabulary
 | * Use recently-introduced **VOCABULARY** from core class texts
* Ask what an unfamiliar word means during a story session of any size
* Use other clues in the text to help them offer explanations of unfamiliar/recently-introduced vocabulary
 |
| * Hear words with the same initial sounds
* Orally blend sounds together
* Answer simple questions about a story
* Read ‘lilac’ books using pictures to tell the story
 | * Identify initial sounds in words
* Read individual letters by saying the sounds for them (Phase 2)
* Blend Phase 2 sounds together into CVC words
* Recognise common exception words: the, to, no, go, I
* Answer questions about a story to demonstrate understanding
* Read ‘pink’ books
 | * Identify sounds in words in order
* Read individual letters by saying the sounds for them (Phase 3 > ur)
* Blend CVC words including those containing consonant digraphs and some vowel digraphs
* Apply phonics knowledge when reading captions and simple sentences
* Recognise common exception words: he > are
* Ask and answer questions about a story to demonstrate understanding
* Read ‘red’ books
 | *Word Reading* | * Say a sound for each letter in the alphabet and at least 10 digraphs
* Read words consistent with their phonic by sound-blending
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 | * **READ** a book consistent with their phonic knowledge
* Read individual letters by saying the sounds for them (Phase 3 ow > ure)
* Blend Phase 2 & 3 sounds together into CVC words
* Recognise Phase 2 & 3 common exception words
* Ask and answer questions about a story to demonstrate understanding
* Read ‘red’ or ‘yellow’ books
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| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
|  *Literacy* | * Sing the alphabet song with others
* Recognise the names and sounds of some familiar letters
* Suggest some words that begin with a given sound
* Write some familiar letter shapes, e.g. from own name
* Know that print has meaning
* Copy print from the environment without knowing what copying
* Offer meaning for their own mark making

 | * Independently sing the alphabet song
* Write identifiable lower case letters
* Write own name accurately and consistently
* Identify initial and end sounds in words
* Write initial sounds in words
* Orally segments CVC words
* Starting to write CVC words
* Copy words from environment intentionally
* Share what they’ve written remembering some of it correctly
* Write for different purposes: name label, half term recount, Christmas list, letter

Diagram  Description automatically generated with low confidence | * Match lower and upper case letters
* Write identifiable upper case letters
* Identify all sounds in CVC words in order
* Write CVC words with some digraphs
* Write some common exception words in isolation and in captions/sentences
* Write a given captions/sentences of 3+ words
* Compose a sentence orally
* Write for different purposes: holiday recount, greetings card, book review, diary
* Share what they’ve written remembering most of it correctly
* Read what they have written to prompt next letter/word

Diagram  Description automatically generated | *Writing* | * 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.
 | * **WRITE** a simple sentence consistent with their phonic knowledge that can be read by themselves and others
* Accurately sing the alphabet song
* Write capital letters at the beginning of sentences
* Identify missing/inaccurate GPCs in CVC words
* Write Phase 2 & 3 common exception words within sentences
* Read what they have written to prompt, check, correct and share with others
* Use full stops at the end of sentences
* Write for different purposes

Text  Description automatically generated |

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| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Mathematics* | * Show finger numbers to 5
* Subitise to 3
* Read numerals to 5
* Match numerals to 5 to an amount
* Count 5 objects using 1:1 correspondence
* Know that the last number when counting is the total
* Know that the number of objects stays the same regardless of arrangement
 | * Subitise to 5
* Read numerals to 10
* Match numerals to 10 to an amount
* Count objects accurately to 10 using one to one correspondence
* Count objects, actions and sounds
 | * Show finger numbers to 10
* Subitise to 6
* Combine two groups to find a total
* Find 2D shapes within 3D shapes
* Understand that, like numbers, shapes can have other shapes within them
 | *Number* | * Have a deep understanding of number to 10, including the composition of each number
* Subitise (recognise quantities without counting) up to 5
* Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 | * **UNDERSTAND** numbers to 10in depth
* Accurately add, subtract, share, group, and double with numbers up to 10
* Understand halving as sharing/grouping numbers/amounts up to 10 in two
 |
| * Know that two numbers added together make a new, larger number
* Know that 1 + 1 makes 2
 | * Understand what a number bond is
* Know why it is helpful to learn/recall number bonds
* Automatically recall number bonds to 3, including subtraction facts
 | * Recall number bonds to 5, including subtraction facts
* Work out number bonds to 10, including subtraction facts, using memory aids/resources
* Make pairs of numbers and beginning to understanding doubling
 | * **RECALL** key number facts to 10, including subtraction facts, without using memory aids/resources
* Automatically recall doubles and halves up to a total of 10
 |
| * Know that numbers have a specific order
* Rote count to 10
* Order numbers to 5
* Talk about and identify patterns around them on everyday objects
* Continue, create & correct ABAB repeating patterns
 | * Rote count to 15
* Order numbers to 10
* Continue, copy, create, correct and describe ABAB, ABC repeating patterns
 | * Rote count to 20
* Make pairs to explore odd and even numbers
* Continue, copy, create, correct and describe a range of repeating patterns
* Spot patterns within the counting system to help count beyond 10
 | *Numerical Patterns* | * 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.
 | * **COUNT** beyond 20

 * Represent patterns using symbols
 |
| * Compare quantities using the language of ‘more’, ‘less’
* Solve real world problems with numbers up to 5
* Use everyday language to talk about and compare size and shape
* Describe what they see
* Experiment with symbols, marks and numerals
* Spot when an obvious error is made and offer the correct answer
 | * Identify and describe objects with the same, less/fewer or more than
* Find one more and one less by counting up or down
* Find shapes with more/less /same number of sides up to 4
* Compare size, mass & capacity
* Describe what they have drawn/what they see
* Talk about different ways 5 can be made/look
* Represent numbers up to 5 using drawings and objects
* Spot when an error has been made and offer the correct answer & a simple explanation of what went wrong
 | * Use mathematical language accurately to compare and talk about shape and size
* Compare numbers to 10
* Compare length, height and time using non-standard units
* Understand if something has been shared fairly/unfairly and how to correct
* Confidently talk about different ways numbers beyond 5 can be made/look
* Represent numbers to 10 in different ways
* Spot when an error has been made, offer the correct answer & an explanation of an alternative approach
* Answer questions such as:
	+ How did you do that?
	+ Who did it a different way?
 | * **EXPLAIN, REASON & PROBLEM SOLVE** using numbers to 10
* Understand the term ‘equal’
* Use ‘one more/ less than’ to support +/- problems
* Confidently talk about different ways numbers to make/show 10
* Describe representations of numbers
* Spot when an error has been made and can confidently answer, with some level of accuracy, questions such as:
	+ How do you know?
	+ How else could you have done that?
	+ What could you do when you are stuck?
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| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Understanding of the World* | * Beginning to make sense of their own life story and family history, sharing some information
* Name significant people in their life and their relationship to them
 | * Understand the difference between past and present
* Talk in detail about their family members and share some of their experiences
* Identify relationships within their family
* Building up knowledge of key historical events through topics, stories, and community events, e.g., Bonfire Night, Remembrance Day
 | * Talk about significant historical events and how things were different in the past, e.g. dinosaurs
* Identify someone they can talk to if they are worried or upset by something, including online
* Identify significant individuals in their family:
	+ Understand their relationships
	+ Describe their roles
* Share stories from their past and present
 | *Past and Present* | * Talk about the lives of the people around them and their roles in society
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
 | * **KNOW** who is important in their life and why
* Know who our Queen is and why she is important
* Identify significant individuals who help them stay healthy and safe (family and community members):
	+ Understand their relationships
	+ Describe their roles
	+ Share stories from their past and present
 |
| * Talk about their immediate world
* Talk about people and places that are familiar
* Know about some celebrations personal to them and shares their own customs
 | * Listen carefully & enjoy stories about different people &places
* Recognise & respect that we have different beliefs & ideas
* Recognise and respect differences between life in this country and others, e.g. school
* Know about some religious celebrations and is able to talk about how they might be celebrated, e.g. Advent, Diwali
 | * Enjoy finding out about the lives and opinions of others
* Compare local environment and other places thinking about how this affects daily life
* Know that Collective Worship is part of school community life
* Recognise the importance of decorations & customs of different celebrations, e.g., Chinese New Year
* Understand that places and buildings can be significant
 | *People, Culture and Communities* | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
* Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
 | * **APPRECIATE** different religious and cultural communities locally and around the world
* Understand that actions/events can be significant
 |
| * Name a computer/laptop/tablet and know what it can be used for
* Understand that we need to log in for access
* Know that numbers and letters are used to log in
 | * Understand that we use a username and password to log in to a computer/laptop/tablet
* Distinguish between a username & password and understand that it should be kept private
* Know a keyboard is used to type in a username/password
 | * Explain why this information should be kept private
* Understand that log in details must be completely accurate
* With support find where to input log in details and how to submit
* Find uppercase letters on a keyboard to match lowercase letters
 | * **LOG ON** to a school laptop using personal username and password
* Explain the difference between a username and password
* Know where to input log in details and how to submit it
* Copy a username and password from a printed version to correctly type on a keyboard
 |
| * Explore the natural world and talk about things they notice
* Recognise change and describe what they see
* Recognise differences between themselves now and as a baby
* Recognise a plant and that it needs water to survive
* Begin to understand the importance of respecting and caring for the natural environment and living things
 | * Notice, observe, and talk about seasonal changes of Autumn and Winter and how this can affect the environment, including plants
* Plant bulbs and show care for growing plants
* Understand the importance of caring for their outdoor environment and its visiting wildlife
 | * Notices, observe, and talk about seasonal changes of Winter and Spring and how this can affect the environment, including plants
* Plant seeds and explain how to care for growing plants
* Explain what an animal needs to survive and grow
* Understand and give examples of how humans, plants and animals change and grow over time
* Describe the life cycle of a chicken
 | *The Natural World* | * Explore the natural world around them, making observations and drawing pictures of animals & plants
* Know some similarities and differences between the natural world around them & contrasting environments, drawing on their experiences & what’s been read in class
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
 | * Understand important **PROCESSES** in the natural world
* Notice, observe, and talk about seasonal changes of Summer and how this can affect the environment, including plants
* Understand and explain the life cycle of a caterpillar
 |
| ***Area of Learning*** | **Baseline** | **End of Autumn** | **End of Spring** | **End of Summer** |
| **ELGs** | **School goals** |
| *Expressive Art & Design* | * Explore materials freely
* Create freely using own ideas
* Explore colour mixing
* Develop own ideas
* Use painting equipment to create simple representations
 | * Explore and use different tool types/sizes
* Explore use of colour
* Explore movement of paint
* Engage in a variety of skills/mediums, e.g., observational drawing, poster paint, natural art & pattern making
* Talk about what they have created
 | * Describe how different art works make us feel
* Understand that art is used to express our thoughts & feelings
* Understand that art is personal
* Mix colours to create secondary colours and different shades of the same colour
* Engage in a variety of skills/mediums, e.g., observational drawing, powder paint, flower art
 | *Creating with Materials* | * 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
 | * **EXPRESS** themselves through their favourite mediums
* Engage in a variety of skills/mediums, e.g., observational drawing, printing, collage
* Share the thoughts & feelings that they have represented in their art
 |
| * Explore workshop areas
* Use a preferred resource for sticking
* Decorate a creation, e.g., pen, paint
 | * Explore different ways to join materials, e.g., glue, tape
* Add a second material to the main part of a model
* Create suggested junk models, e.g., superhero watches, vehicles
* Add features/details to a model and describe them
* Answer questions about their model
 | * Recognise that some resources are more effective in joining different types of materials
* Add features/details to a model and explain choices/reasoning
* Combine different materials to make/add detail to a model
* Create own & suggested creations, e.g., Chinese dragon
* Give and receive feedback on creations in ‘show and share’
 | * Use tools and techniques to make own **INVENTIONS**
* Adapt and improve their work whilst creating to use the most effective resources/materials
* Adapt creations based onfeedback received in ‘show and share’
* Create own & suggested creations, e.g., telescopes
 |
| * Access role play and small world resources
* Sometimes play with others to develop storylines in role play or small world
* Tell simple stories about something that has just happened
 | * Develop extended/more detailed storylines in play
* Tell stories about their weekend/holiday in key groups
* Take part in a class activity to tell the nativity story, Little Red Hen and Room on the Broom
 | * Retell aspects of stories with peers during play
* Retell a familiar chosen story to an audience
* Tell stories about their week with The Naughty Bus in key groups
* Take part in a class activity to tell Little Rabbit Foo Foo
 | *Being Imaginative and Expressive* | * Invent, adapt and recount narratives and stories with peers and their teacher
* Sing a range of well-known nursery rhymes and songs
* Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
 | * **TELL** their own story to an audience
* Tell their own story to an adult for Story Scribing
* Add actions to their story when it is read aloud by an adult
 |
| * Show an interest in adding actions to stories and exploring voices and expressions
* Remember and sing songs
* Create their own songs
* Attempt to sing with pitch and melody
* Join in with singing in a group
* Experiment with a range of percussion instruments
 | * Rehearse for, and perform in, the harvest festival and nativity story as part of a large group
* Join in with rhymes and repeated refrains in stories
* Sing nursery rhymes/action songs in a group
* Explore and engage in music making and dances, e.g., Chinese dragon dances
* Project voice to an audience
 | * Sing in a group increasingly matching pitch, melody and timing
* Listen attentively and move in time to music as part of a group
* Play instruments to themselves and others with increasing control and rhythm to express feelings and ideas
* Use instruments to compose own music by themselves or in a group
* Face an audience and projects voice
 | * **PERFORM** to an audience
* Sing and play ‘Big, Bear, Funk’
* Use their voice, face and body to express feelings and ideas during a performance
 |