

EYFS

PROGRESSION FRAMEWORK TOWARDS THE NEW EARLY LEARNING GOALS

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John's specialisms include curriculum design, developing teaching and learning, assessment, leadership and management and strategic change management.

In addition to working with individual schools and writing essential documents for school leaders, John also leads training courses in schools and venues - he is driven to inspire schools to achieve outstanding results for the children - not for the purpose of inspection. His training and materials combine best practice with practical OFSTED support, where appropriate, to help schools raise attainment and improve the quality of their teaching and learning.

John has written a wide range of leadership documents, including:

- Pupil Voice questions
- Subject leader toolkits to prepare for Deep Dives
- Developing questioning in the curriculum
- Writing moderation guides
- Vocabulary progression frameworks
- Preparing for OFSTED
- Subject progression frameworks

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The areas of learning and development for EYFS

This publication focuses on the early learning goals identified in the statutory EYFS framework 2021. The early learning goals have been changed to make them clearer and more specific, focussing on the main factors that support child development at age 5. The early learning goals should not be used as a curriculum, or in any way limit the wide variety of rich experiences that are crucial for child development.

There are still seven areas of learning and development in the new framework, which aim to shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are still referred to as prime areas:

- communication and language
- physical development
- personal, social and emotional development

The prime areas are supported by four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Each of the seven areas are subdivided into different aspects but need to be seen as a whole. This publication looks at each of the seven areas – prime and specific – and considers progress through nursery, reception and beyond. Progress beyond reception shows the link between the early learning goal and the end of Year 1 expectation, so that reception staff can help prepare children for the transition into Year 1.

The descriptors should not be used as a checklist but to help plan appropriate activities aimed at developing progress towards the early learning goals. They should be used as a guide to support observations, planning and as an indicator of where children are in their learning and what they need to learn to move to the next stage.

The seven areas of learning and development

Vocabulary transcends all seven areas and must be consistently considered by all practitioners

THE PRIME AREAS OF LEARNING			
<p>Communication and understanding</p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>Physical development</p> <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Personal, social and emotional development</p> <p>Self-regulation</p> <p>Managing self</p> <p>Building relationships</p>	
THE SPECIFIC AREAS OF LEARNING			
<p>Literacy</p> <p>Word reading</p> <p>Comprehension</p> <p>Writing</p>	<p>Mathematics</p> <p>Number and numerical patterns</p> <p>Shape, space and measures *</p>	<p>Understanding the world</p> <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p>	<p>Expressive arts and design</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>

* This section is not in the expectations - there is no ELG for this section

THE PRIME AREAS OF LEARNING	
<p>Communication and language</p>	<p>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.</p>
<p>Personal, social and emotional development</p>	<p>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.</p>
<p>Physical development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>

THE SPECIFIC AREAS OF LEARNING	
Literacy	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).
Mathematics	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 and peers about what they notice and not be afraid to make mistakes.
Understanding the world	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.
Expressive arts and design	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.

Communication and Language



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LISTENING, ATTENTION AND UNDERSTANDING

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Begin to understand simple sentences • Move their body to enjoyable sounds, such as music • Show a strong exploratory impulse • Concentrate on an object, or activity, they like for a short period • Pay attention to dominant stimuli, but may be distracted by other noises around them • Begin to follow the body language of others – eg. pointing, gestures • Develop an understanding of single words in context – eg. milk, cup, mummy • Respond to different things when said in a familiar context – eg. ‘where is your mouth?’, ‘where is daddy?’ 	<ul style="list-style-type: none"> • Recognise and respond to many familiar sounds • Show an interest in playing with sounds, songs and rhymes • Enjoy rhymes and demonstrate listening by trying to join in with actions or sounds • Listen to and enjoy rhythmic patterns in stories and rhymes • Understand more complex sentences • Select familiar objects by name • Go and find objects when asked • Identify objects from a group • Understand simple questions – eg. ‘who’s that?’, ‘what’s that?’, ‘where is...?’ • Have single-channelled attention – shift to a different task if attention is fully obtained – eg. using the child’s name 	<ul style="list-style-type: none"> • Listen to others – one to one or in small groups – when a conversation interests them • Look at someone when they are speaking • Focus attention – continue to listen or do – but can shift attention • Follow instructions (if not intently focussed on their own choice of activity) • Show an understanding of prepositions by carrying out an action or selecting the correct picture – eg. under, on top, behind • Use prepositions when following instructions • Respond to simple instructions and follow directions – eg. get, put away • Understand the use and purpose of objects – eg. scissors • Ask and respond to ‘why’ and ‘how’ questions
	End of autumn term	End of spring term	End of summer term
Reception	<ul style="list-style-type: none"> • Listen to and follow an instruction • Follow instructions (if not over-engaged in their own choice of activity) • Listen to stories with increased attention and recall • Talk about pictures in a book • Understand prepositions – eg. under, on top, behind • Listen to others – one to one or in small groups 	<ul style="list-style-type: none"> • Maintain attention and concentrate during activities • Sit quietly during appropriate activities • Listen to a story from beginning to end • Respond to instructions that have a two-part sequence • Listen to, and respond to, ideas expressed by others in discussion and conversation 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to • Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions • Listen attentively and respond to what they hear with relevant questions, comments and actions during small group interactions • Make comments about what they have heard • Ask questions to clarify their understanding • Hold a conversation when engaged in back-and-forth exchanges with their teacher and other children
	Early learning goal		End of Year 1 expectation
Transition from Reception to Year 1	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 		<ul style="list-style-type: none"> • Listen carefully to the things other people have to say in a group • Ask appropriate and relevant questions as a result of listening carefully • Show understanding by asking an appropriate question after listening • Able to work with a small group to discuss what has been presented to them

SPEAKING

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Use single words • Frequently imitate words and sounds • Use sounds in play – eg. ‘brrrrum’ for a car • Use sounds and words to communicate a range of purposes – eg. no, more, teddy, bye • Copy familiar expressions – eg. ‘all gone’, ‘oh dear’ • Use different types of everyday words – eg. hot, banana, go sleep 	<ul style="list-style-type: none"> • Use a variety of questions – eg. who, what, where • Begin to ask simple questions • Use simple sentences • Begin to put two words together – eg. more milk, want ball • Use language to widen contacts, share feelings, experiences and thoughts • Begin to use word endings – eg. cats, going • Start a conversation with an adult or a friend • Hold a conversation, jumping from topic to topic • Begin to talk about things and people that are not present 	<ul style="list-style-type: none"> • Begin to use sentences with four to six words • Continue a conversation, taking turns to speak • Use a range of tenses – but may not be accurate • Use intonation, rhythm and phrasing to make meaning clear to others • Use vocabulary for objects and people of importance to them • Build up vocabulary that reflects the breadth of their experiences • Retell a simple past even in correct order • Use more complex sentences to link thoughts – eg. and, because • Use talk to explain ideas, what is happening and anticipate what might happen next • Use talk to recall past experiences
Reception	<ul style="list-style-type: none"> • Know many rhymes • Talk about familiar books and tell a long story • Retell a simple past event in the correct order • Use talk to connect ideas – explain what has happened and anticipate what might happen next, recalling past experiences • Use talk in pretending that objects stand for something else in play 	<ul style="list-style-type: none"> • Use language to explore imaginary events, stories and themes • Use language to imagine and recreate roles and experiences in play • Link statements • Stick to a main theme or intention • Use talk to organise, sequence and clarify thinking, feeling and ideas 	<ul style="list-style-type: none"> • Participate in one-to-one, small group and class discussions • Offer their own ideas in discussions, using recently introduced vocabulary • Offer an explanation for why something has happened, using recently introduced vocabulary • Use vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express ideas and feelings about their experiences using full sentences • Use past, present and future tenses, with modelling from their teacher • Use conjunctions, with modelling and support from their teacher
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Speak clearly and confidently in front of people in the class • Re-tell a well-known story and remember the main characters • Hold attention when playing and learning with others • Keep to the main topic when talking in a group • Ask questions in order to get more information • Start a conversation with an adult they know well or with friends • Listen carefully to the things other people have to say in a group • Join in with role-play 	

Personal, Social and Emotional Development



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SELF-REGULATION

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Enjoy naming games – eg. finding their nose, eyes or tummy • Begin to learn that their own voice and actions have effects on others • Engage another person to help achieve a goal – eg. to get an object which is out of reach 	<ul style="list-style-type: none"> • Separate from their main carer with support and encouragement from a familiar adult • Explore new toys and environments but ‘check in’ with a familiar adult when needed • Gradually engage in pretend play with toys • Demonstrate a sense of self as an individual • Want to do things independently 	<ul style="list-style-type: none"> • Select activities with help • Use resources with help • Welcome and value praise for what they have done • Enjoy the responsibility of carrying out small tasks • Be more outgoing towards unfamiliar people • Be more confident in new social situations • Confidently talk to other children when playing • Communicate freely about home and the community • Show confidence in asking adults for help • Express their own preferences and interests
Reception	<ul style="list-style-type: none"> • Speak confidently to others about needs, wants, opinions and interests • Describe themselves in positive terms • Talk about their abilities • Choose their own equipment necessary to complete a task • Show enthusiasm and excitement when anticipating and engaging in certain activities 	<ul style="list-style-type: none"> • Be confident to try new activities • Say why they like some activities more than others • Speak confidently in a familiar group • Be happy to talk about their own ideas • Choose the resources they need for a given activity • Say when they need and don’t need help 	<ul style="list-style-type: none"> • 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
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Know about different feelings that humans can experience • Recognise and name different feelings that humans can experience • Know how feelings can affect people’s bodies and how they behave • Recognise how others may be feeling • Know that not everyone feels the same at the same time, or feels the same about the same things

MANAGING SELF

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Share feelings with a familiar adult – eg. excitement, pleasure • Use a familiar adult for ‘emotional refuelling’ – eg. when feeling tired, stressed or frustrated • Have a growing ability to soothe themselves – may use a comfort object • Cooperate with care-giving experiences – eg. getting dressed • Begin to understand ‘yes’, ‘no’ and some boundaries • Have a growing sense of how will and determination may result in feelings of anger and frustration which are difficult to handle – eg. may have tantrums 	<ul style="list-style-type: none"> • Be aware of other people’s feelings – eg. look concerned if they hear crying, look excited if they hear a happy, familiar voice • Express their own feelings – eg. sad, happy, cross, worried, scared • Respond to a few appropriate boundaries with encouragement and support • Begin to know that some things are theirs, some things are shared and some things belong to other people • Seek comfort from familiar adults when needed • Having a growing ability to distract themselves when upset eg. engage in a new activity • Be aware that some actions can hurt or harm others 	<ul style="list-style-type: none"> • Respond to the feelings and wishes of others • Try to help or give comfort when others are distressed • Be aware of their own feelings • Know that some actions and words can hurt others’ feelings • Begin to accept the needs of others – take turns and share resources – sometimes with support from others • Show an understanding of, and cooperate with, some boundaries and routines • Inhibit their own actions and behaviours – eg. stop themselves from doing something they shouldn’t do • Tolerate delay when their needs are not met immediately • Understand that wishes may not always be met • Adapt behaviour to different events, social situations and changes in routines
Reception	<ul style="list-style-type: none"> • Select resources and activities with help • Enjoy the responsibility of carrying out small tasks • Be confident to talk to other children when playing • Be outgoing towards unfamiliar people • Be more confident in new social situations • Show confidence in asking adults for help • Start to dress themselves 	<ul style="list-style-type: none"> • Willingly participate in a wide range of activities • Show enthusiasm and excitement when participating and engaging in certain activities • Be confident when speaking in front of a small group • Describe themselves in positive terms • Talk about their abilities • Show resilience and perseverance when faced with a challenge • Have an awareness of keeping their teeth clean and not eating too many sweets 	<ul style="list-style-type: none"> • 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
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Be able to say what makes them special and unique • Know what they are good at • Know what they like and dislike 	

BUILDING RELATIONSHIPS

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Seek to gain attention in a variety of ways • Draw others into social interaction • Build relationships with special people • Be wary of unfamiliar people • Interact with others when supported by a familiar person • Explore new situations when supported by a familiar person • Show an interest in the activities of others • Respond differently to children and adults – eg. may pay more attention when children talk to them 	<ul style="list-style-type: none"> • Play alongside others • Use a familiar adult as a secure base from which to explore independently in new environments • Return to a familiar adult for reassurance if anxious • Play cooperatively with a familiar adult – eg. rolling a ball back and forth 	<ul style="list-style-type: none"> • Seek out others to share experiences • Play in a group, extending and elaborating play ideas – eg. building up a role-play with other children • Initiate play, offering cues to peers to join them • Keep play going by responding to what others are saying or doing • Show an interest in others’ play and start to join in • Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults • Sometimes form a special friendship with another child • Show affection and concern for people who are special to them
Reception	<ul style="list-style-type: none"> • Initiate conversations, attending to and taking account of what others say • Explain their own knowledge and understanding • Ask appropriate questions of others • Take steps to resolve conflicts with others, attempting to find a compromise 	<ul style="list-style-type: none"> • Play cooperatively with others • Take account of other people’s ideas • Be happy to listen to other people’s organisational ideas • Show sensitivity to others’ feelings • Form positive relationships with adults • Form positive relationships with other children 	<ul style="list-style-type: none"> • 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
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Know about the roles of different people in our lives • Know about the people who love and care for them • Know about different types of families that may be different from their own • Know how to make friends • Know what makes a good friendship • Be able to recognise when they, or someone else, feels lonely and what to do

Physical development



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GROSS MOTOR SKILLS

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • It unsupported on the floor • Lean forward from a sitting position to pick up small toys • Pull up to a standing position, holding onto furniture or a person for support • Walk around furniture lifting one foot and stepping sideways • Walk with one, or both hands, held by an adult • Walk up steps holding an adult's hand • Make connections between their movements and the marks they make • Come down steps backwards or on their knees (crawling) 	<ul style="list-style-type: none"> • Begin to balance blocks to build a small tower • Squat with readiness to rest or play with an object on the ground • Climb confidently and begin to pull themselves up on nursery play climbing equipment • Kick a large ball • Run safely on whole foot • Walk up and down steps holding onto a rail, two feet onto each step 	<ul style="list-style-type: none"> • Skip, hop and stand on one leg – hold a position for a few seconds • Balance while riding a bike or scooter • Go up stairs or steps using alternative feet • Respond to music – show appropriate movement and rhythm • Catch a large ball • Run skilfully and negotiate space successfully, adjusting speed and direction to avoid obstacles • Move freely, with pleasure and confidence, in a range of ways – eg. rolling, crawling, shuffling, slithering, walking, running, sliding and hopping
Reception	<ul style="list-style-type: none"> • Move freely with confidence in a range of ways • Mount stairs and steps using alternative steps • Climb equipment using alternative steps • Walk downstairs two feet to each step • Stand on one foot momentarily • Run skilfully and negotiate space successfully, adjusting speed and direction as needed 	<ul style="list-style-type: none"> • Start to experiment with different types of movements • Jump off objects safely and carefully • Negotiate space carefully • Travel with confidence and skill when moving around, under, over and through equipment • Show increasing control when throwing, catching and kicking a ball 	<ul style="list-style-type: none"> • 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
Transition from Reception to Year 1	Early learning goal Children at the expected level of development will: <ul style="list-style-type: none"> • 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 		End of Year 1 expectation <ul style="list-style-type: none"> • Make their body curl, tense, stretched and relaxed • Control their body when travelling and balancing • Copy sequences and repeat them • Roll, curl, travel and balance in different ways • Throw and kick in different ways • Throw underarm • Perform their own dance moves • Copy or make up a short dance • Move safely in a space

FINE MOTOR SKILLS

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Pass toys from one hand to another • Hold an object in each hand, bringing them together in the middle – eg. hold two blocks and bang them together • Pick up small objects between their thumb and fingers • Hold a pen or crayon using a whole hand (palmar) grasp • Make random marks with different strokes 	<ul style="list-style-type: none"> • Turn the pages in a book, sometimes several at once • Show control in holding and using jugs to pour • Show control in holding and using hammers • Show control in holding and using books • Show control in holding and using mark-making tools • Begin to use three fingers to hold writing tools (tripod grip) • Show a growing maturity in holding pencils and using their dominant hand • Know which is their dominant hand • Begin to recognise the correct way in which pencils, pens and paintbrushes should be held 	<ul style="list-style-type: none"> • Begin to show a preference for a dominant hand • Use a comfortable grip with good control when holding a pencil, pen or paintbrush • Use one-handed tools and equipment – eg. child scissors • Make small snips and cuts in paper with child scissors • Make simple models using small pieces – eg. Lego • Pick up tiny objects using a pincer grasp • Hold a pencil near the point between the first two fingers and thumb • Use a pencil with good control
Reception	<ul style="list-style-type: none"> • Draw lines and circles using gross motor movements • Hold pencils between the thumb and two fingers instead of the whole hand • Begin to hold a pencil correctly • Begin to show good pencil control • Copy some letters, especially letters from their own name 	<ul style="list-style-type: none"> • Handle tools, objects, construction and malleable materials safely • Handle tools, objects, construction and malleable materials with increasing control • Show a preference for a dominant hand • Begin to show anti-clockwise movements • Begin to retrace vertical lines • Use a pencil, holding it effectively to form recognisable letters • Form recognisable letters, especially letters in their own name 	<ul style="list-style-type: none"> • 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
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Sit correctly at a table • Hold a pencil comfortably and correctly • Form the digits 0-9 correctly • Form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters 	

Literacy



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WORD READING

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Handle books and printed materials with interest 	<ul style="list-style-type: none"> • Begin to notice when words have the start sound at the beginning • Repeat words or phrases from familiar stories and rhymes • Have an awareness that signs and symbols in the environment have meaning 	<ul style="list-style-type: none"> • Know that English is read left to right and top to bottom • Hold books the correct way up and turn pages • Recognise familiar words and signs – eg. own name, logos in adverts • Show an interest in illustrations • Show an interest in print in books and the environment • Look at books independently
Reception	<ul style="list-style-type: none"> • Join in with rhymes and stories • Identify rhymes • Join in with the rhythm of well-known rhymes and songs • Recognise their own name • Identify sounds in words – initial sounds • Segment and blend simple words • Demonstrate knowledge of sounds (with support if needed) • Link sounds to letters in the alphabet 	<ul style="list-style-type: none"> • Read simple words and sentences • Identify rhymes • Read individual letters by saying the sounds for them • Blend sounds into words • Read short words made up of known letter- sound correspondences • Read some letter groups that represent one sound and say the sounds for them • Read some common exception words matched to the school's SSP programme • Read simple phrases and sentences made up of words with known letter-sound correspondences, including some exception words 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet • Say a sound for at least 10 digraphs • Read words consistent with phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 phonic knowledge, including some common exception words 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Hear and recognise all 44 phonemes • Match all 44 graphemes to the correct phonemes • Identify all 44 graphemes in writing • Know that words can have omitted letters and an apostrophe represents the omitted letters • Identify contractions in reading • Read words with contractions • Read compound words – eg. bedroom, football

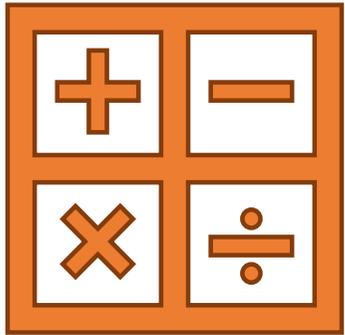
COMPREHENSION

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Show interest in books and rhymes • Possibly have favourite books or rhymes 	<ul style="list-style-type: none"> • Complete the missing word or phrase in a known story, game or rhyme – eg. Humpty Dumpty sat on a ... • Have some favourite stories, songs, rhymes or poems 	<ul style="list-style-type: none"> • Show an awareness that print carries meaning • Listen to and join in with stories and poems, one to one and in small groups • Describe the main story settings, events and characters • Show awareness of, and enjoy, rhyme and alliteration • Join in with repeated refrains, anticipate key events and phrases in rhymes and stories • Begin to be aware of the way stories are structured • Listen to stories with increased attention • Recall events in stories • Suggest how a story might end
Reception	<ul style="list-style-type: none"> • Hold a book and turn pages correctly • Indicate an understanding of pictures and print • Re-tell a story to friends • Talk about events and characters in books • Make suggestions about what might happen next in a story 	<ul style="list-style-type: none"> • Read simple words and sentences • Talk about their favourite book • Use vocabulary and events from stories in play • Re-read books to build confidence, fluency understanding and enjoyment 	<ul style="list-style-type: none"> • Demonstrate an understanding of what has been read to them • Re-tell 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, poems and role-play
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Discuss the meaning of unfamiliar words with others • Know that stories can have similar patterns and events • Make links to other stories • Make links with other characters in other stories • Answer retrieval questions about a text/book • Use information from a story to support an opinion • Understand that an author may leave gaps for the reader to fill in • Answer questions which fill the gap(s) in a story - inference

WRITING

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Make marks, but do not always ascribe meaning to the marks 	<ul style="list-style-type: none"> • Distinguish between the different marks that they make • Sometimes give meaning to marks as they draw and paint 	<ul style="list-style-type: none"> • Tell an adult what they have drawn or painted • Recognise a capital letter at the start of their name • Identify sounds from their name in other words • Start to write identifiable shapes and letters • Draw lines and circles in the air, on the floor or on large sheets of paper • Use tools, with control, for mark making • Grip using five fingers, or preferably with two fingers and thumb, for control • Copy shapes, letters and pictures
Reception	<ul style="list-style-type: none"> • Show greater confidence in writing identifiable shapes and letters • Segment and blend the sounds in simple words • Name sounds • Spell words by identifying the sounds and then write the sounds with a letter, or letters • Talk about sentences • Start to write short sentences • Start to use full stops and capital letters in the correct places 	<ul style="list-style-type: none"> • Use phonetic knowledge to write words in ways that match their spoken sounds • Write some common irregular words • Write simple sentences which they can read by themselves and sometimes by others • Spell small, familiar words correctly • Make phonetically plausible attempts at more complex words 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing those sounds • Write simple phrases and sentences that can be read by others
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives • Sequence sentences in chronological order to recount an experience or event • Attempt to use a range of conjunctions • Make sure that word choices are relevant to the context – use word banks to support this • Begin to use adjectives to add detail to sentences • Use capital letters for the names of people, places and days of the week

Mathematics



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NUMBER AND NUMERICAL PATTERNS

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Develop an awareness of number names through rhymes and songs • Relate their experience to numbers • Show some understanding that things exist, even when out of sight • Begin to organise and categorise objects • Randomly say some counting words 	<ul style="list-style-type: none"> • Select a small number of objects from a group when asked – eg. “Please give me 2” • Recite some number names in sequence • Create and experiment with symbols and marks representing the idea of number • Begin to make comparisons between quantities • Use some language of quantities – eg. more, a lot • Know that a group of things change in quantity when something is added or taken away • Use some number names accurately in play • Recite numbers in order to 10 	<ul style="list-style-type: none"> • Sometimes match numeral and quantity correctly • Begin to represent numbers using fingers, marks on paper or pictures • Realise that anything can be counted, not only objects • Use some number names and number language • Know that numbers identify how many objects are in a set • Separate a group of 3 or 4 objects in different ways – recognise the total is the same • Compare two groups of objects – say when they have the same total • Show an interest in numerals in the environment and in representing numbers • Use number names to 10 • Sometimes count accurately
	End of autumn term	End of spring term	End of summer term
Reception	<ul style="list-style-type: none"> • Count up to three or four objects, saying the number name for each item • Count objects to 10 • Begin to count beyond 10 up to 20 • Select the correct numeral to represent 1 to 5, then 1 to 10 objects • Recognise some numerals of personal significance • Identify numerals in the environment 	<ul style="list-style-type: none"> • Count an irregular arrangement of up to 10 objects • Find 1 more or 1 less from a group of 5 objects, then 10 objects • Estimate how many objects they can see, then check by counting them • Use the language of ‘more’ and ‘fewer’ to compare two sets of objects • Find the total number of items in two groups by counting all of them • Begin to use the vocabulary of adding and subtracting – counting on and back • Understand addition up to 5, then up to 10 	<ul style="list-style-type: none"> • Show deeper understanding of number to 10 • Subitise (recognise quantities without counting) up to 5 • Automatically recall number bonds up to 5, including subtraction facts, and some number bonds to 10, including double facts • Verbally count beyond 20 • Recognise the pattern of the number system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other • Explore and represent patterns within numbers up to 10, including odds, evens and doubles
	Early learning goal		End of Year 1 expectation
Transition from Reception to Year 1	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 • 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 		<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count in multiples of 2, 5 and 10 • Read and write numbers to 100 in numerals • Identify 1 more or 1 less from a given number • Read and write numbers from 1 to 20 in numerals and words • Read, write and interpret mathematical statements involving the signs + - = • Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero

SHAPE, SPACE AND MEASURE *

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Begin to know and enjoy daily routines – eg. getting up, mealtimes, nappy time, bedtime • Enjoy filling and emptying containers 	<ul style="list-style-type: none"> • Associate a sequence of actions with daily routines • Begin to understand that things might happen ‘now’ • Use blocks to create their own simple structures and arrangements • Attempt, sometimes successfully, to fit shapes into spaces – eg. inset boards, jigsaw puzzles • Begin to use the language of size • Anticipate specific time-based events – eg. mealtimes, home time • Notice simple shapes and patterns in pictures • Begin to categorise objects according to properties, such as shape or size 	<ul style="list-style-type: none"> • Begin to talk about the shapes of everyday objects – eg. round, tall • Use positional language • Show an interest in shape and space by playing with shapes or making arrangements with objects • Show an awareness of similarities of shapes in the environment
Reception	<ul style="list-style-type: none"> • Talk about the routine of the day • Use language like ‘before’ and ‘after’ • Use comparative language like ‘taller’, ‘shorter’, ‘same’ • Show more confidence in identifying shapes in the environment • Recognise particular shapes that might be useful for specific tasks • Make more meaningful pictures, patterns and arrangements using shapes 	<ul style="list-style-type: none"> • Begin to experiment with length, height and capacity • Begin to compare length, height and capacity • Identify money and use money in play • Recall the names of some 2D shapes • Recall the names of some 3D shapes • Order and sort according to simple properties • Use the language of direction when programming toys 	<ul style="list-style-type: none"> • Use everyday language to talk about weight, size, capacity, position, time, distance and money to compare quantities • Create and describe patterns • Explore characteristics of everyday objects and shapes, using mathematical language to describe them • Use money with increasing confidence
Transition from Reception to Year 1	<p>Early learning goal</p> <p>* NOTE: This section is not in the expectations - there are no ELGs for this section</p> <ul style="list-style-type: none"> • Use everyday language to talk about weight, size, capacity, position, time, distance and money to compare quantities • Create and describe patterns • Explore characteristics of everyday objects and shapes, using mathematical language to describe them • Use money with increasing confidence 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Recognise and name common 2D shapes, including circles and triangles • Identify and describe common 2D shapes, including rectangles, squares, circles, triangles • Describe position, direction and movement, including half, quarter and three-quarter turns • Recognise and name common 3D shapes, including cuboids, cubes, pyramids, spheres

Understanding the World



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PAST AND PRESENT

	End of autumn term	End of spring term	End of summer term
Nursery	N/A	<ul style="list-style-type: none"> • Begin to show an awareness of new and old, though they may confuse something being new to them and something being brand new • Show an awareness that parents and grandparents are older than them • Show understanding of yesterday and tomorrow • Recognise that there are children older and younger than they are 	<ul style="list-style-type: none"> • Appreciate that they might have siblings that are older than them or that they may be older than a younger sibling • Have an awareness that they can do more for themselves now compared to when they were babies • Come across photographs of grandparents and great grandparents when they were young • Begin to have an understanding of terms such as 'yesterday', 'last week', 'last year' • Appreciate that certain artefacts and resources are old and have been used before • Be familiar with terms like 'new' and 'old'
Reception	<ul style="list-style-type: none"> • Remember and talk about significant events from their own experience – eg. birthdays • Know and understand that their grandparents are older than their parents • Begin to be familiar with words and phrases associated with long ago – eg. in the past, a long time ago • Begin to understand that some familiar stories are set in a time before they were born 	<ul style="list-style-type: none"> • Recognise and describe special events or times for family or friends – eg. birthdays, Eid, Christmas, a christening • Begin to compare and contrast characters in stories about the past • Understand that people celebrated events like Christmas and Eid before they were born • Use appropriate language to describe the past – eg. in the past 	<ul style="list-style-type: none"> • 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
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Know that the toys that their grandparents played with were different to their own • Know that toys that people from the past played with are different to their own • Organise a number of artefacts by age • Know what a number of older objects/artefacts were used for • Know the main differences between their school days and that of their grandparents • Name a famous UK person from the past and explain why they are famous • Remember parts of stories and memories about the past • Use words to show the passing of time – eg. old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after • Know the name of a famous person, or famous place, near to where they live

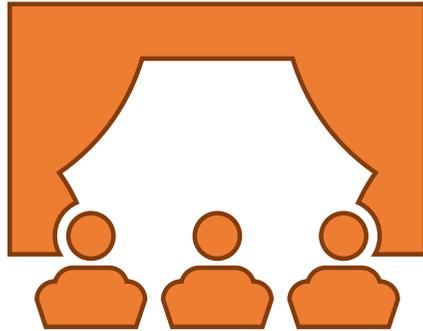
PEOPLE, CULTURE AND COMMUNITIES

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Begin to realise that an understanding of people, culture and communities lies in early attachment and other relationships • Show curiosity about people • Show interest in stories about themselves and their family 	<ul style="list-style-type: none"> • Have a sense of their own immediate family and relations • Enjoy photographs and stories about themselves, their families and other people • During pretend play, imitate everyday actions and events from their own family and cultural background – eg. making and drinking tea • Begin to have their own friends • Learn that they have similarities and differences that connect them to, and distinguish them from, other people 	<ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them • Remember, and talk about, significant events in their own experience • Recognise and describe special times or events for family and friends • Show interest in different occupations and ways of life • Know some of the ways which make them unique • Talk about similarities and differences in relation to themselves, friends and family
Reception	<ul style="list-style-type: none"> • Show an increased interest in the lives of people who are familiar to them • Begin to understand that not everyone celebrates the same things as them • Have a greater understanding about why certain events are celebrated • Talk about people who are helpful to them – both from within, and from outside, their family 	<ul style="list-style-type: none"> • Draw information from a simple map • Recognise some similarities and differences between life in the UK and life in other countries • Recognise that people have different beliefs and celebrate special times in different ways • Start to show an interest in different occupations and ways of life • Talk about members of their immediate family and community • Name and describe people who are familiar to them 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, maps and non-fiction texts • Know some similarities and differences between different religious and cultural communities in the UK, drawing on their experiences and what has been read and discussed 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, where appropriate, maps
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know the name of, and locate, the four capital cities of England, Scotland, Wales and Northern Ireland • Know the name of the nearest town or city • Know features of hot and cold places in the world • Know which is the hottest season and coldest season in the UK • Know and recognise the main weather symbols • Know the main differences between a city, town and village • Know where the equator, North Pole and South pole are on a globe • Know which is N, E, S, W on a compass • Know their address, including postcode • Know how to follow a simple map • Use simple fieldwork and observational skills to study the geography of their school and its grounds

THE NATURAL WORLD

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> Observe closely what plants and animals do 	<ul style="list-style-type: none"> Have a growing awareness of living things around them Know that birds fly and animals like cows and sheep spend time in fields Know that some animals, like cats and dogs, live with people Enjoy playing with small-world models – eg. a farm, train track or garage Notice detailed features of objects in their environment 	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world, such as the place where they live Talk about some of the things they have observed – eg. plants, animals, natural objects Begin to develop an understanding of growth, decay and changes over time Show care and concern for living things and the environment Talk about why things happen and how things work
Reception	<ul style="list-style-type: none"> Talk about some of the things they have observed – eg. plants, animals, natural objects Have a greater awareness of seasonal changes Ask questions about aspects of their familiar world, such as the place where they live or the natural world Ask questions about some of the things they have observed, such as animals and plants 	<ul style="list-style-type: none"> Talk about why things happen and how things work Understand more about growth, decay and changes over time Identify features of living things – eg. animals with legs, animals with wings Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise that some environments are different to the one in which they live Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Explore the natural world around them Make observations and draw pictures of animals and plants Know some similarities and differences between the natural world around them and with contrasting environments, drawing on their experiences of what has been discussed and read in class Understand some important processes in the natural world around them – eg. seasons, changing states of matter
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> Know the name of parts of the human body that can be seen Know about the five senses and link them with parts of the body Know and name a variety of common wild and garden plants Know and classify animals by what they eat – carnivore, herbivore, omnivore Know how to sort living and non-living things Know how to classify a range of animals – amphibian, reptile, mammal, fish, bird Know and name parts of a plant – petals, stem, leaves, roots Know and name the roots, trunk, branches and leaves on a tree

Expressive Arts and Design



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CREATING WITH MATERIALS

	End of autumn term	End of spring term	End of summer term
Nursery	N/A	<ul style="list-style-type: none"> • Explore and experiment with a range of media through sensory exploration using the whole body • Notice and show interest in the effects of making movements which leave marks • Experiment with blocks, colours and marks 	<ul style="list-style-type: none"> • Explore colour and how colours can be changed • Understand that they can use lines to enclose a space, and begin to use these shapes to represent objects • Use various construction materials • Begin to construct, by stacking blocks vertically and horizontally, making enclosures and creating spaces • Join construction pieces together to build and balance • Show interest in, and describe, the texture of different things
Reception	<ul style="list-style-type: none"> • Realise that tools can be used for a purpose • Use simple tools and techniques competently and appropriately • Select and appropriate brush for a given purpose • Explore what happens when they mix colours • Experiment with different textures 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques • Experiment with colour, design, texture, form and function • Select tools and use techniques needed to shape, assemble and join materials they are using • Understand that different media can be combined to create new effects 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques • Experiment with colour, design, texture, form and function • Share creations, explaining the process(es) used • Make use of props and materials when role-playing characters in stories, rhymes and poems
Transition from Reception to Year 1	<p>Early learning goal</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<p>End of Year 1 expectation</p> <ul style="list-style-type: none"> • Know how to cut, roll and coil materials • Know how to use IT to create a picture • Select, cut assemble, tear, stick and collage different materials • Know how to show how people feel in paintings and drawings • Know how to use pencils to create lines of different thickness in drawings • Know how to create moods in artwork • Know the names of the primary and secondary colours • Know how to create a repeating pattern in print • Be able to create rubbings - from a print or textured surface • Use a variety of tools - eg. brushes, sponges, fingers, hands, sticks, spatulas, sponge rollers

BEING IMAGINATIVE AND EXPRESSIVE

	End of autumn term	End of spring term	End of summer term
Nursery	<ul style="list-style-type: none"> • Explore the world and develop a range of ways to communicate before expressing own ideas • Move their whole body to sounds they enjoy, for example, a regular beat or music • Imitate and improvise actions they have observed, eg. waving or clapping • Begin to move to music • Listen to, or join in, rhymes or songs 	<ul style="list-style-type: none"> • Express themselves through physical actions and sound • Pretend that one object represents another, especially when objects have characteristics in common • Begin to use representation to communicate, for example, drawing a line and saying “that’s you” • Begin to pretend and make-believe • Join in singing favourite songs • Create sounds by banging, tapping, shaking or blowing • Show an interest in the way musical instruments sound 	<ul style="list-style-type: none"> • Enjoy joining in with dancing circle games • Sing a few familiar songs • Begin to move rhythmically • Imitate movement in response to music • Tap out simple, repeated rhythms • Explore, and learn, how sounds can be changed • Sing to themselves and make up simple songs, including rhythms • Notice what adults do, imitate what is observed and then do it when the adult is not there • Engage in imaginative role-play, based on first-hand experiences and building stories around toys • Create props to support role-play using available resources • Develop forms of expression preferences
	End of autumn term	End of spring term	End of summer term
Reception	<ul style="list-style-type: none"> • Enjoy joining in with singing and dancing games • Sing a few familiar songs • Begin to move rhythmically • Imitate movement in response to music • Tap out simple, repeated rhythms • Explore, and learn, how sounds can be changed 	<ul style="list-style-type: none"> • Explore and learn how sounds can be changed • Sing songs, make music and experiment with ways to change them • Begin to build a repertoire of songs and dances • Explore the different sounds of instruments • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences 	<ul style="list-style-type: none"> • Invent, adapt and recount narratives, rhymes and poems with peers and the class 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
	Early learning goal		End of Year 1 expectation
Transition from Reception to Year 1	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • Make different sounds with the voice • Recognise the difference between a singing voice and speaking voice • Explore chants and songs • Follow instructions about when to play an instrument and sing • Know what silence is and know what an absence of sound means • Explore the sounds of different instruments • Use instruments to perform and choose sounds to represent different things • Use body percussion and instruments to play to the pulse of a song or piece of music • Understand when to start and stop • Say whether they like, or dislike, a piece of music and explain why • Explore musical vocabulary to allow children to explain what they are hearing • Begin to introduce some musical terms – eg. pitch – high/low, tempo – fast/slow • Appreciate music in different ways, such as listening, moving to the music and playing along • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds and respond to different moods in music

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