

Chagford CE Primary School and Early Years Foundation Stage Unit

**Curriculum Guidance for Teaching and Learning**

From birth to 5 years

Including Exceeding Descriptors

Created by the staff in the FSU: July 2020

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| **Characteristics of Effective Learning** |
| **Playing and Exploring**  | **Finding out and exploring:*** Showing curiosity about objects, events and people
* Using senses to explore the world around them
* Engaging in open-ended activity
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| **Playing with what they know:*** Pretending objects are things from their experiences
* Representing their experiences through play
* Taking on a role in their play
* Acting out experiences with other people
 |
| **Be willing to have a go:*** Initiating activities
* Seeking challenges
* Show a ‘can do’ attitude
* Taking a risk, engaging in new experiences and learning by trial and error
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| **Active Learning**  | **Being involved and concentrating:*** Maintaining focus on their activity for a period of time
* Showing high levels of energy and fascination
* Not easily distracted
* Pays attention to details
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| **Keep on trying:*** Persisting with activity when challenges occur
* Showing a belief that more effort or a different approach will pay off
* Bouncing back after difficulties
 |
| **Enjoy and achieve:*** Showing satisfaction in meeting their own goals
* Being proud of how they accomplished something – not just the end result
* Enjoy meeting challenges for their own sake rather than external rewards or praise
 |
| **Creating and thinking critically** | **Having their own ideas:*** Thinking of ideas
* Finding ways to solve problems
* Finding new ways to do things
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| **Making links:*** Making links and noticing patterns in their experience
* Making predictions
* Testing their ideas
* Developing ideas of grouping, sequencing, cause and effect
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| **Choosing ways to do things:*** Planning, making decisions about how to approach a task, solve problems
* Checking how well their activities are going
* Changing strategy as needed
* Reviewing how well the approach worked
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| **Personal, Social and Emotional Development: Building Relations** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Seeks contact with other
* Copies facial movements: sticks out tongue, opens mouth, widens eye
* Responds when talked to: moves arms and legs, facial expressions, body movements
* Responds to main carer: face brightens, activity increases
* Enjoys cuddles and being held
 | Can copy movements such as facial expressions; clapping; peek-a-boo… |
| **8-20 mths** | * Seeks attention
* Builds relationships with familiar people
* Is wary of unfamiliar people
* Joins in with others when familiar people are near
* May be more interested in children than adults or pay more attention to them
 | Share photos of special peopleAssign a keyperson |
| **16-26 mths** | * Happy to play alone or alongside others
* Seeks adult for comfort or reassurance
* Beginning to take turns
 | Play copying games such as banging on a drum with a spoon |
| **22-36 mths** | * Joining in with others independently
* Shows affection to others
* Forms friendships
 | Make dens from sheets and blankets that can be shared with friends |
| **30-50 mths** | * Can play cooperatively in a group
* Asks friends to join in with play
* Will join in with others play confidently
* Initiates conversations with friends and adults to sustain play
 | Plan activities which involve cooperation such as building with friends using various materials |
| **40-60 mths** | * Is able to hold a conversation with friends and adults
* Can talk about the things they know and ask questions to extend knowledge
* Can help resolve problems between friends
 | Participate in Group Time activities  |
| **ELG** | * 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
 | Turn taking and sharing activities in small groups |
| **EXC**  | * They understand someone else’s point of view can be different from theirs
* They resolve minor disagreements through listening to each other to come up with a fair solution
* They understand what is unacceptable behaviour
 | Structure activity to promote debate |

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| **Personal, Social and Emotional Development: Self-Regulation** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Laughs and giggles; shows pleasure at being tickled and other physical interactions
* Uses voice, gesture , eye contact and facial expressions to make contact with people and keep their attention
 | Provide comfy spaces where adults and young babies can sit together |
| **8-20 mths** | * Can make different noises and sounds with my voice for help or play
* Can find nose, eyes, tummy as part of a naming game
* Can point or look at an object in order to get what I need
 | Mirrors where babies can see themselvesOffer choice at snack time |
| **16-26 mths** | * Will go and play independently but like to find a grown up when needed
* Beginning to pretend one thing is another such as a teddy is a baby
* Demonstrates a sense of self as an individual, saying “No!” to an adult when they try to help
 | Displays with photos of children’s activities and special adults |
| **22-36 mths** | * Separates from parents or carers with support and encouragement
* Expresses own preferences and interests
 | Provide materials for the children to choose from |
| **30-50 mths** | * Can select own resources and toys with help
* Welcomes value and praise for their achievements
* Enjoys helping out adults and carrying out tasks
* Is increasing in confidence with unfamiliar people and more confident in new situations
* Confident to talk to other children about their family
* Can ask an adult for help
 | Matching socks activitiesVariety of activities to make choices |
| **40-60 mths** | * Confident to speak to others about own interests and opinions
* Can talk positively about oneself
 | Give time to complete activities |
| **ELG mths** | * 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 when engaged in activity and show an ability to follow instructions involving several ideas or actions
 | Group activitiesTake photos of things they like to doProvide time to look at child’s achievements such as Learning Journal review  |
| **EXC mths** | * Children are confident speaking to a class group
* They can talk about the things they enjoy, and are good at, and about the things they do not find easy
* They are resourceful in finding support when they need help or information.
* They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
 | Review of Learning Journal |

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| **Personal, Social and Emotional Development: Managing Self** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Likes to see grown-ups faces and hear their voices
* Likes to snuggle with trusted adults
* Shows a range of emotions
 | Provide a quiet, cosy area to play |
| **8-20 mths** | * Beginning to respond to yes and no boundaries
* Cooperates with dressing and hygiene routines; awareness of wet/soiled nappy
* Seeks a familiar adult for emotional support
 | Have a range of resources to explore to emotions |
| **16-26 mths** | * Displays a range of emotions
* Beginning to follow yes and no boundaries
* Beginning to understand the value of sharing
* Clearly communicates wet/soiled nappy or pants
 | Have duplicate copies of books etc to avoid conflict |
| **22-36 mths** | * Shows understanding and cooperates with some boundaries and routines
* I can comfort my friends when they are upset
* Display appropriate emotional response to different situations
* Clearly communicates need for potty or toilet
 | Provide books and stories and puppets that can be used to express feelings |
| **30-50 mths** | * Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
* Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met
* Can usually adapt behaviour to different boundaries and routines with adult support
* Attends to own toileting needs
 | Use dolls and puppets to consider feelingsMusic for different moods |
| **40-60 mths** | * Beginning to self-regulate
* Beginning to be able to negotiate and solve problems
* Can adhere to boundaries and routines
* Usually dry and clean during the day
* Understand that healthy eating and exercise promote good health
 | Circle Times to explore feelings, e.g. when they were happy, excited, or when they felt lonely. Provide sharing activiesCreate class rules |
| **ELG mths** | * 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 own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
 | Provide books with stories about characters that follow or break rules and the effects of their behaviour on others |
| **EXC mths** | * Children know ways to manage their feelings and are able to use these to maintain control
* They can listen to each other’s suggestions and plan how to achieve an outcome without adult help
* They know when and how to stand up for themselves and be assertive
 | Provide activities which create conflict or rule breaking |

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| **Communication and Language Development: Listening, Attention and Understanding**  |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Will move head on hearing a sound
* Babies hear and respond to different sounds grown-ups make with their body
* Stops moving or babbling when adults talk to them
 | Share stories and songs Create a sensory environment |
| **8-20 mths** | * Moves head, body, arms and legs when I hear music
* Concentrates intently on an objector activity of own choosing for short periods
* Explores toys that interest me
 | Share storiesSing songs |
| **16-26 mths**  | * Joins in with rhythm in stories, rhymes, actions and sounds
* Display rigid attention to one activity
* Understands simple sentences
 | Sound LottoStreet soundsPoems  |
| **22-36 mths** | * Responds to familiar sounds like knock on the door or a bell
* Listens to stories with interest
* Can stop what they are doing when you say their name
* Understand more complex sentences; “*Put your toys away then we’ll read a book”*
 | Encourage children to learn each other’s namesUse puppets or props when reading stories |
| **30-50 mths** | * Listens to friends and listens to stories joining in with repeated refrains
* Able to follow instructions
* Understand prepositions
* Understands the use of objects such as a knife or scissors
 | Set up listening areasUse stories with repeated refrainsUse sand timers to help extend concentration |
| **40-60 mths** | * Maintain attention and concentration and can sit quietly during activity
* Responds to instructions with a two part sequence
* Able to follow a story without pictures and props
* Listens to others in conversation and discussions
 | Play a treasure hunt game to encourage the children to listen to instructionsIn stories, ask what happens next |
| **ELG mths** | * Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions
* Make comment about what they have heard and ask questions to clarify their understanding
* Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers
 | Encourage group activity where they need to respond to others with either questions or answers |
| **EXC mths** | * Children listen to instructions and follow them accurately asking for clarification
* They listen attentively with sustained concentration to follow a story without pictures or props
* After listening to stories children can express views about events or characters in the story and answer questions about why things happened
* They can carry out instructions which contain several parts in a sequence
 | Share stories which they will then recall and sequence at a later dateProvide activities with instructions of more than two parts |

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| **Communication and Language Development: Speaking** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Children will communicate their needs through gurgling, babbling, crying, laughing
* Makes sounds in response to an adult
* Lifts arms up in anticipation of being picked up
 | Learn and use key words in familiar home languageHave a ‘chat’ by copying sounds |
| **8-20 mths** | * Uses sounds when playing such as ‘brmmm’ for a car
* Uses single words
* Frequently imitates words and sounds
* Makes up own words for things
 | Give the names to objects as the child picks them up |
| **16-26 mths** | * Copies familiar expressions such as ‘oh dear’ or ‘all gone’
* Beginning to use two words phrases
* Beginning to ask simple questions like ‘Why?!’
* Beginning to talk about people or things that are not present
 | Model how to say words correctly Encourage EAL children to use first language at homeBuild vocabulary by giving choices  |
| **22-36 mths** | * Beginning to use 3-4 word sentences when talking about what they are doing
* Will talk about past, present and future events
* Uses objects and gestures to help me explain what I mean when I’m talking
* Uses a variety of questions such as *what, where, who*
 | Follow the child’s lead in conversationUse new words to describe thingsGive thinking time |
| **30-50 mths** | * Beginning to use more complex sentences to link thoughts such as *and* and *because*
* Recall past events in detail
* Talk in past, present and future
* Uses vocabulary focused on objects and people that are of importance to them
 | Display phots and pictures of familiar objects, events and activities and talk about them with the children  |
| **40-60 mths** | * During role-play, children will make up stories connected to what they are doing
* Extends vocabulary, exploring the sounds of new words
* Uses language to talk about their thoughts and ideas and events
 | Encourage turn taking in discussionsand experiment with words and sounds and develop narratives  |
| **ELG mths** | * Participate in small group, class and 1-1 discussions, offering their own ideas
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems
* Express their ideas and feelings about their experiences using full sentences including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
 | Provide opportunities for children to talk for a range of purposes; description, explanations, instructions, planning, justifications  |
| **EXC mths** | * Children show some awareness of the listener by making changes to language

and non-verbal features* They recount experiences and imagine possibilities, often connecting ideas
* They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
 | Use imaginative and expressive language Use body language to reinforce what they are saying |

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| **Physical Development: Gross Motor Skills**  |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Child will move their head/body in response to things or people
* Child can hold their head up
* Makes more controlled movement with arms and legs
* Can roll over from tummy to back and back to tummy
* When lying on tummy, can lift head and chest using forearms then straight arms
* Likes to explore things by putting them in their mouth
 | Place child on tummy or back, to allow legs to kick outPlace material on legs to kick offPlace toys nearby to enable reaching out |
| **8-20 mths** | * Can sit up on the floor unsupported
* When sitting can lean forward to pick up small toys
* Pulls to standing, holding on to furniture or person for support
* Bottoms shuffles, crawls or rolls over and over
* Attempts to take a few steps independently
* Holds two objects and bangs them together
 | Provide buggies to pushPlace toys further away to encourage crawling/walking |
| **16-26 mths** | * Can walk up and down stairs with help
* Can come downstairs backwards
* Begins to build small towers
 | Provide buckets and bags to place objects in |
| **22-36 mths** | * Can run without bumping into things
* Can squat to play and get up again
* Can climb on apparatus confidently
* Walks up and down stairs using two feet to a step technique
 | Play ball gamesRibbons to waveDress dolls and teddies with different types of fastenings |
| **30-50 mths** | * Moves in a variety of ways: running, jumping, skipping etc
* Walks up and down steps one foot to a step while carrying an object
* Can run around in different directions and at different speeds, avoiding obstacles
* Can catch a large ball
* Can use gross motor skills to make circles and lines in the air
 | Provide scissors for cuttingCreate obstacle courses |
| **40-60 mths** | * Explores different ways of moving
* Can jump and land safely
* When playing chasing games, children can change direction, alter speed and stop
* Move around in different ways such as over, under, through and demonstrates good balance
* Demonstrates control when throwing, catching, pushing or kicking equipment
 | Play ball games such as throwing balls into boxesThreading activities Name writing activities |
| **ELG mths** | * 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
 | Daily physical activityObstacle courses |
| **EXC mths** | * Children can hop confidently and skip in time to music
* They can hold paper in a position and use their preferred hand for writing, using the correct pencil grip
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| **Physical Development: Fine Motor Skills** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Can reach out, touch and hold things that are near
 | Place toys nearby |
| **8-20 mths** | * Can pick up an object using finger and thumb
* Can hold a crayon using palmer grasp and make random marks on paper
 | Provide dough to squash and squeezeProvide crayons and paper |
| **16-26 mths** | * Can make connections between their movements and the marks they are making with a crayon
 | Provide cutter and rolling pins for dough play |
| **22-36 mths** | * Begins to use tripod grip – may show a preference for a dominant hand and can draws circles and lines
* Can turn pages in a book
 | Provide pencils and paperProvide books |
| **30-50 mths** | * Can snip paper using scissors
* Can use a fine pincer grip to hold a pencil
* Demonstrates more control when making marks on paper
* Beginning to copy some of the letters in their name
 | Provide scissorsProvide name cards to copy |
| **40-60 mths** | * Can use scissors to cut and cutters to make shapes in playdough with control
* Can build and draw with a purpose in mind
* When using a pen, I can imitate letter writing by drawing anticlockwise circles and up and down lines
* Child can write some recognisable letters using a fine pincer grip, often a mix of capital and lowercase
 | Provide a variety of building materials |
| **ELG mths** | * Child holds 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
 | Provide a variety of drawing and painting mediaEncourage correct use of cutlery |
| **EXC mths** | * They are beginning to control letter size and write on lines
 | Provide lined paper |

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| **Literacy: Comprehension** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Enjoys being read to
 | Read a variety of booksShare poems |
| **8-20 mths** | * Respond with excitement to favourite stories
 |
| **16-26 mths** | * Interested in books and rhymes
 |
| **22-36 mths** | * Has some favourite stories, rhymes, songs and poems
* Repeats words and phrases from familiar stories
 |
| **30-50 mths** | * Enjoys rhyming and rhythmic activities
* Shows an awareness of rhyme and alliteration
* Recognises rhythm in spoken words
* Listens to and joins in with stories and poems
* Joins in with repeated refrains and anticipates key events
* Beginning to be aware of how stories are constructed
* Suggest how a story may end
* Listens to stories with increasing attention and recall
* Describe main story settings, events and principal characters
 | Share stories and allow time to join inRepeat favourite stories |
| **40-60 mths** | * Continue a rhyming string
* Hear and say the initial sounds in words
* Uses vocabulary and forms of speech that are influenced by their own experiences of books
* Enjoys an increasing range of books
* Knows that information can be retrieved from books and computers
 | Beginning to read independently |
| **ELG mths** | * 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 discussion about stories, non-fiction, rhymes and poems and during role-play
 | Share stories allowing time to respond to the text |
| EXC mths | * Children use phonic, semantic and syntactic knowledge to understand vocabulary
* Children can describe the main events in the simple stories they have read
 | Recap stories and discuss what they have read |

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| **Literacy: Reading**  |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Enjoys looking at books and other printed material
 | Share stories and poems allowing time for interaction with the text; use puppets and props to help |
| **8-20 mths** | * Handles books and printed material with interest
 |
| **16-26 mths** | * Interested in stories and may have a favourite
 |
| **22-36 mths** | * Fills in the missing words or phrase in a known story or game
 |
| **30-50 mths** | * Shows interest in illustrations and print in books and print in the environment
* Recognises familiar words and signs such as own name and advertising logos
* Looks at books independently
* Handles books carefully
* Knows information can be relayed in print
* Holds books the correct way up and turns pages
* Knows that print carries meaning and, in English, is read from left to right and top to bottom
 | Show logos and signs and explain their meaningSet up shops with labels on packetsRead out recipes when cooking or making dough |
| **40-60 mths** | * Can segment the sounds in simple word and blend them together and know which letters represent some of the them
* Link sounds to letters, naming and sounding the letters of the alphabet
* Begins to read words and simple sentences
 | Make puppet theatresPlay word games Play instructional games |
| **ELG mths** | * Say a sound for each letter of the alphabet and at least 10 digraphs
* Read words consistent with their phonetic knowledge by sound-blending
* Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words
 | Guided reading with individual children Phonics sessions  |
| **EXC mths** | * Children can read phonetically regular words of more than 1 syllable as well as many irregular but high frequency words
 | Guided reading and phonics sessions |

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| **Literacy: Writing**  |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Babies and toddlers need to hear words and learn how to use these
* Babies and toddlers need to explore what happens when they use their hands and feet
* Children begin to understand that when they move a chunky crayon or pen round, up and down and across, the marks they make on the paper look the same as the way they moved their hand
 |
| **8-20 mths** |
| **16-26 mths** |
| **22-36 mths** | * Children can tell you about the marks they are making when writing and drawing
* Children can hold a crayon etc and can make lines that go round and up and down
 | Draw and paint with children and talk about what you are doing |
| **30-50 mths** | * Children are beginning to explain their drawings and give meaning to what they are writing or drawing
* When the child sees writing they attempt to explain what it says such as a shopping list says; “beans, chips and ice-cream”
* Beginning to copy some of the letters in their name onto paper
 | Explain what you are writing as you do itName cards |
| **40-60 mths** | * Child can tell you what they have drawn or written
* Understand the relationship between spoken and written letters
* Can hear and say the initial sound in words
* Can segment the sounds in simple words and blend them back together
* Can name and say each letter of the alphabet
* Beginning to use letters in my writing and sometimes uses the correct letter shape
* Child can write their own name
* Beginning to write captions and labels
* Children will attempt to write short sentences
 | Write shopping listsFamily photo books writing their own captions for the photos |
| **ELG mths** | * Children write recognisable letters, most of which are correctly formed
* Children spell word by identifying sounds in them and representing the sounds with a letter or letters
* Children write simple phrases and sentences that can be read by others
 | Phonics sessionWriting materials readily available with sound cards and word cards  |
| **EXC mths** | * Children can spell phonetically regular words of more than 1 syllable as well as many irregular but high frequency words
* Children use key features of narrative in their own writing
 | 1-1 work to extend phonetic knowledge |

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| **Mathematics: Number** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Joins in with counting; clapping, stepping, tapping etc
* Show awareness of difference between one thing or three things
 | Hold my hands and help me clap during counting songs |
| **8-20 mths** | * Join in with saying numbers as an adult sings counting songs
* Has some awareness of an object still being there even when hidden away
 | Counting songsPlace toys under a blanket to find |
| **16-26 mths** | * Knows that things still exist even when hidden under a blanket
 | When dressing, count items such a socks or buttons |
| **22-36 mths** | * Select one object from a group of objects then select two objects from the group
* Create and experiment with marks representing ideas of number
 | Counting songs such as “1,2,3,4,5 once I caught a fish alive…” |
| **30-50 mths** | * Children know that numbers indicate how many things there are altogether
* Begin to represent numbers using fingers, marks on paper and pictures
* Sometimes child can match numeral to quantity correctly
* Show an interest in number play; sharing objects out in different ways but still knowing the total stays the same
* Talk about numbers when out and about
 | Sharing a group of say 10 animals between 2 fields/3 fields but knowing there are still 10 animals |
| **40-60 mths** | * Child can recognise numbers of self-importance
* Child can recognise numerals 1-5
* Can point to and count objects up to 4
* Can match numeral to quantity 1-5, then 1-10
* Child can guess ‘how many’ then count them to check
 | Number linesNumber Bingo |
| **ELG mths** | * 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 aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts
 | Number bond cardsNumeral and quantity cardsObjects to count  |
| **EXC mths** | * Can subitise up to 10
* Can recall number bonds to 20
 | Number bond cardsNumeral and quantity cardsObjects to count |

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| **Mathematics: Numerical pattern** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Join in with counting activities
 | Clapping and counting songs |
| **8-20 mths** | * Begins to sort and organise objects
 | Explore treasure baskets with different things in them to count |
| **16-26 mths** | * Begins to organise and categorise toys and objects so that all the same ones are together
* Say some counting words randomly
 | Help sort out objects that are similarGive numbers to objects |
| **22-36 mths** | * Recites some number names in sequence
* Child can show which group of toys has “more”
* Can use words like more and a lot
* Begins to know that of you add a toy to a group you have more and if you take something away you have less
 | Make skittles and encourage keeping score of how many skittle were knocked down; early adding |
| **30-50 mths** | * Children can use some number names and phrases like “more than” and “fewer than”
* Children can say numbers in order from 1-10
* Able to count objects as well as jumps or claps
 | Comparing quantity gamesNumber linesCount during physical exercise |
| **40-60 mths** | * Child can guess which group of objects has more or fewer things in it
* Child can two groups of objects together and tell you how many objects there are altogether
* Child can say one more than a given number up to 10
* Child can say one less than a given number up to 10
* Begins to use mathematical language
* Child begins to represent counting through marks and pictures
* Begins to solve problems such a halving a sandwich to share with a friend
 | Plan a picnic; “how many sandwiches will we need?”Sing number songs where yu have to count backwards; Five Little Ducks, Ten Fat Sausages |
| **ELG mths** | * Count confidently beyond 20, recognising the pattern of the counting system
* Compare sets of objects up to 10 in different contexts, considering size and difference
* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
 | Number squares NumiconMagnetic numbers |
| **EXC mths** | * Children estimate a number of objects and check quantities by counting up to 20
* Children solve practical problems that involve combining groups of 2, 5 and 10 or sharing into equal groups
 | Number cards to 20Objects and pots to share out objects |

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| **Mathematics: Shape Space and Measure** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Babies will explore things in order to know what to do with their hands and feet
 | Provide a variety of objects to explore |
| **8-20 mths** | * Child will point to pictures in a book when asked: “point to the big teddy, point to the little teddy.”
* Child will recognise familiar objects associated with times of the day such as teatime, nappy change or bedtime
 | Provided different sizes of similar objects to explore |
| **16-26 mths** | * Child will attempt to do simple jigsaw puzzles
* Will build a tower or rows of bricks
* Child will begin to recognise the order of things when getting ready for bed or getting dressed
* Child demonstrates they know when they see their coat they are going out or if they are given a cup or bowl it is teatime
 | Explore full and emptypuzzles |
| **22-36 mths** | * Child begins to point to shapes and patterns in pictures and clothes
* Will sort object so that all the same are together
* Child will use language such as big and little to describe toys etc
* Awareness of times of the day and routines
 | Sorting clothes or pairing socksVisual timetables  |
| **30-50 mths** | * Can line up shapes and fit shapes into sorting boxes
* Notices shapes in the environment and comments on them
* Will use language such as under, next to
* Can complete more complex puzzles
* Uses mathematical language such as round and straight when talking about shape
 | Provide 2D and 3D shapes to play withShape walks outside |
| **40-60 mths** | * Children will begin to use 2d and 3D shape name such as square, circle, cylinder, cube
* Uses positional language when navigating an obstacle course
* Will compare objects by weight, capacity and size
* Will use objects to create patterns
* Explores money using words such as pounds and pence
* Explains time such as yesterday today and tomorrow and understands routines
 | Sort objects from big to smallProvide a variety of objects to create patternsPlay instructional games such as “…go under the blanket,” or”… go through the tunnel” |
| **ELG mths** | * Children use language such as big, small, heavy, light, in, under, pound, pence, morning, night when playing in relation to size, weight, capacity, distance, time and money
* Children will use shapes to make patterns and describe their pattern
 | Weighing activitiesVisual timetableCapacity activitiesDiscuss properties of objects  |
| **EXC mths** | * Children can estimate, measure, weigh and compare, order objects and talk about properties, position and time
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| **Understanding the World: Past and Present** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Children need to develop relationships with familiar adults
 | Provide interactions with adults  |
| **8-20 mths** | * Children need to develop relationships with familiar adults
 | Provide interactions with adults |
| **16-26 mths** | * Children explore different occupations of family and other adults
 | Introduce different occupations through text |
| **22-36 mths** | * Children engage with activities about different occupations and the occupations of their family members
* Children explore family members in the past and present
 | Look at pictures of their family in the past and present |
| **30-50 mths** | * Explore people and experiences from the past and in the present and discuss how they differ
* Begin to have awareness of historical figures and stories from the past
 | Compare pictures of things and people from the past and present |
| **40-60 mths** | * Explore stories from the past and present including family members
* Explore historical stories and characters in text
 | Share stories and books from history |
| **ELG mths** | * 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
* Recall some important narratives, characters and figures from the past encountered in books read in class
 | Create displays about Now and Then |
| **EXC mths** | * Recall stories and historical facts and discuss characters from history
 | Texts and displays about historical figures |

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| **Understanding the World: People, Culture and Communities** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Babies need to develop relationships with grown-ups
 | Provide interactions with adults |
| **8-20 mths** | * Babies need to develop relationships with grown-ups
 | Provide interactions with adults  |
| **16-26 mths** | * Children like to look at and talk about photos of those who are special to me, such as family members and pets
* Children like to listen to stories about children and families
 | Share stories about families and friendsTalk about family phots |
| **22-36 mths** | * Child will recognise photos of family and friends and talk about who they are
* Child will use toys to re-enact familiar routines such as cooking or looking after a baby
* Children begin to make friends
* Children can discuss similarities and difference between themselves and their friends; food they like to eat, the clothes they wear…
 | Family photo boardsDisplays that show similarities and difference |
| **30-50 mths** | * Children are interested in occupations of family members
* Children recall special events such as birthdays etc
* Interested in different occupations of the wide community
* Awareness of differences and similarities between their friends and can discuss likes and dislikes
 | Visit to different places to explore such as the Library or Fire Station |
| **40-60 mths** | * Joins in with routines such as daily activities in school or shopping trips
* Awareness of similarities and differences between themselves and friends such as the food they eat or how they celebrate at different times of the year; Eid, Diwali, Easter, Passover, Chinese New Year
* Children are aware of their families occupations and able to discuss their roles
 | Arrange visits to local business’s Invite parents in to talk about their occupations |
| **ELG mths** | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
* Know some similarities and differences between different religions 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
 | Displays and discussion about local environment and the people in itMulticultural display and activities such as food tasting, celebrations…Explore maps of the local environment and the wider world |
| **EXC mths** | * Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past
* They know that children have different likes and dislikes and that they may be good at different things
* They understand that different people have different beliefs, attitude, customs and traditions and why it is important to treat them with respect
 | Explore historical stories and discuss the difference between now and thenShare ideas about why we are different such as family beliefs etc  |

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| **Understanding the World: The Natural World** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Child will move around to look at things and find things they want to play with
* Child will smile when they see something they want to play with
* Child will interact with objects that make a sound like a rattle repeatedly
 | Provide a variety of toys to make selectionsProvide mirrors to explore self |
| **8-20 mths** | * Child will watch adults as they play with toys and copy what you do
* Child will want to find an object hidden under a blanket
* Enjoys banging objects together to explore sound, touch and will fill boxes with objects
* Child will copy adults as they roll balls or push cars
 | Play hide and seek gamesProvide pull and push toys |
| **16-26 mths** | * Explores different objects to see what they can do
* Can put things together that go together such as a lid on a teapot or lid on a box
 | Splash in puddlesClimb hills and run downMake mud pies |
| **22-36 mths** | * Children will talk about what they are doing whilst playing with toys
* Children will talk about what happens when they jump in puddles or dig in the mud
 | Provide a variety of toys indoors and outdoors |
| **30-50 mths** | * Child can talk about familiar places like home or the park
* Will ask questions about the things they see such as trees, animals or plants
* Begins to ask how and why questions and discuss how things work
* Begins to notice changes in things such as plants growing or decaying or fruit ripening
* Shows an ability to care for animals and plants
 | Explore mud, rain or snowPlant seeds and watch them grow Arrange visits with pets and other animals |
| **40-60 mths** | * Children can make observations of the things they see in the natural world
* Can talk about patterns in nature and man-made items
* Can discuss change such as the growth of a seed or ice melting
 | Plant and draw pictures of growth patternsExperiments to explore the world  |
| **ELG mths** | * 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 wold around them, including the seasons and changing state of matter
 | Nature walksExplore the seasons |
| **EXC mths** | * Children know that the environment and living things are influence by human activity
* They can describe some actions which people in their own community do that help to maintain the area they live in
* They know the properties of some materials and can suggest some of the purposes they are used for
* They are familiar with basic scientific concepts such as floating, sinking and experimenting
 | Discuss humans effect on the world such as plastic pollution, global warming Discuss the properties of materials including floating/sinking  |

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| **Expressive Art and Design: Creating with Materials**  |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Babies need to explore lots of different things to find out what they can do with them
 | Allow the babies to make a mess |
| **8-20 mths** | * Babies will copy actions, like clapping or waving
* Can show that they enjoy music and songs by tapping, clapping, wriggling or kicking
* Can explore mark making with bubbles, crayons, mud…
* Can explore how to squash or squeeze dough
 | Use hands and feet to find out how to mark make with paint of make bubbles to popUse sock puppets to dance to music or songs |
| **16-26 mths** | * Join in with music by bouncing, jumping or swinging arms
* Begin to join in with action songs and rhymes
* Begins to use crayons to draw circles and lines
* Begins to vary speed or volume when playing instruments
 | Pay lots of musicMusic and MovementPaper and crayonsInstruments  |
| **22-36 mths** | * Joins in with favourite rhymes or songs
* Can make different sounds with instruments
* Joins in with Music and Movement
* Explore different materials such as paint, glue, pens, pencils, crayons, and scissors
 | M&MProvide a variety of creative materials to experiment with |
| **30-50 mths** | * Joins in with dancing or ring games
* Will sing some familiar songs
* Beginning to move with rhythm to music
* Will copy simple repeated rhythm
* Can mix colours to create new ones
* Draws and creates using simple shapes to represent objects
* Explore textures of things
* Uses scissors effectively
 | Explore colour mixingMusicDifferent textured materials |
| **40-60 mths** | * Child have favourite songs and will request them when asked
* Uses different techniques to makes different sounds with instruments such as scraping, shaking, hitting
* Can mix own paint colours
* Can select materials to make pictures and creations
* Can use different techniques to create pictures such as folding paper or ripping paper
* Can make decisions about what to use and is able to change mind if they are not happy
 | Variety of musical stylesPrimary paints to mix secondary and tertiary colours |
| **ELG mths** | * Draw and paint using a range of materials and 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
 | Ensure there is a variety of materials available to the child to make choices and attempt to find any materials they may request |
| **EXC mths** | * Children develop their own ideas through selecting and using materials and working on processes that interest them
* Through exploration they find out and make decisions about combing and changing materials
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| **Expressive Art and Desgin: Being Imaginative and Expressive** |
| **Age in months** | **What to Expect, When…** | **Possible Activities to promote this…** |
| **Birth-11 mths** | * Babies need to play with lots of different materials
* Developing relationships with grown-ups
* Babies need to hear a variety of words and learn how to use them
 | Speak a lot!Provide a wide variety of materials; scarves, rattles, boxes, mirrors |
| **8-20 mths** |
| **16-26 mths** | * Child can use their hands to mark make using paint or mud, will make sounds as they mark make
* Child will pretend that a toy or thing is something else such as pretending a teddy is a baby
 | Pretend telephones to phone a friendBowl of water to wash babies |
| **22-36 mths** | * Begin to explain what they mark they are making represent
* Child will use everyday objects to pretend familiar routines such as cooking or caring for a baby
* Will act out roles such as a firefighter or a princess
 | Dressing up clothesMark making tools |
| **30-50 mths** | * Beginning to have a preference for forms of creative expression such as painting over role-play
* Move expressively to music
* Will make up own songs and rhymes
* Will pretend to do adult activity such as cooking and cleaning
* Will re-enact special events such as a new baby or a first swimming lesson
* Begins to add dialogue to role-play
* Uses props to support role-play
* Relive an exciting experience through paint or other creative activity
 | Use toys and props to make up storiesProvide large boxes for pretend play |
| **40-60 mths** | * Uses dressing up to pretend to be other people and retell events such as a wedding or a party
* Uses body movement expressively such as pretending to be a mouse or a bear
* Selects materials appropriate for what they are creating such as green paper for grass
* Can retell a tory as part of a group
 | Take time to listen to children’s play and performances |
| **ELG mths** | * 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 try to move in time to music
 | Provide daily singing or rhythmical activityProvide lots of music |
| **EXC mths** | * Children talk about the ideas and processes which have led them to make music, designs, images or products
* They can talk about features of their own work and others’ work, recognising the differences between them and the strengths of others
 | Time to discuss their creations and critique what they have made |