

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 |
| **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 |
| **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 |
| **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 |
| **Making links:**   * Making links and noticing patterns in their experience * Making predictions * Testing their ideas * Developing ideas of grouping, sequencing, cause and effect |
| **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 people  Assign 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 themselves  Offer 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 activities  Variety 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 activities  Take photos of things they like to do  Provide 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 feelings  Music 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 activies  Create 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 stories  Sing songs |
| **16-26 mths** | * Joins in with rhythm in stories, rhymes, actions and sounds * Display rigid attention to one activity * Understands simple sentences | Sound Lotto  Street sounds  Poems |
| **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 names  Use 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 areas  Use stories with repeated refrains  Use 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 instructions  In 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 date  Provide 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 language  Have 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 home  Build 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 conversation  Use new words to describe things  Give 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 discussions  and 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 out  Place material on legs to kick off  Place 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 push  Place 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 games  Ribbons to wave  Dress 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 cutting  Create 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 boxes  Threading 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 activity  Obstacle 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 |  |
| **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 squeeze  Provide 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 paper  Provide 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 scissors  Provide 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 media  Encourage 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 books  Share 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 in  Repeat 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 meaning  Set up shops with labels on packets  Read 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 theatres  Play 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 it  Name 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 lists  Family 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 session  Writing 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 songs  Place 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 lines  Number 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 cards  Numeral and quantity cards  Objects to count |
| **EXC mths** | * Can subitise up to 10 * Can recall number bonds to 20 | Number bond cards  Numeral and quantity cards  Objects 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 similar  Give 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 games  Number lines  Count 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  Numicon  Magnetic 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 20  Objects 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 empty  puzzles |
| **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 socks  Visual 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 with  Shape 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 small  Provide a variety of objects to create patterns  Play 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 activities  Visual timetable  Capacity activities  Discuss 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 friends  Talk 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 boards  Displays 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 it  Multicultural 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 then  Share 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 selections  Provide 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 games  Provide 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 puddles  Climb hills and run down  Make 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 snow  Plant 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 patterns  Experiments 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 walks  Explore 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 pop  Use 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 music  Music and Movement  Paper and crayons  Instruments |
| **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&M  Provide 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 mixing  Music  Different 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 styles  Primary 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 friend  Bowl 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 clothes  Mark 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 stories  Provide 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 activity  Provide 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 |