

'I can' Curriculum and progression



A well-structured, language-rich, and inclusive curriculum that builds children's foundational knowledge, supports their continuous progress, and prepares them for the next stage of their education

Our vision

We have high ambitions for all our children and recognise that children have different starting points. We aim for our children to be confident, independent and caring children who show good behaviours for learning. We want all children to succeed and feel happy and safe in our Early Years Foundation Stage Unit.

'Working together to achieve our best in a safe, nurturing environment'



'Working together to achieve our best in a safe, nurturing environment'

Safe
Team player
Aspirational
Respectful

Are **YOU** a Beever STAR?

Our “I Can” curriculum is tailored to meet the starting points of our pupils and the Early Learning Goals. Carefully sequenced, it supports steady development in skills and knowledge through a mix of child-led and adult-led activities. Using a “teach, practice, apply” approach, we foster independence and build positive learning habits from the start.

To spark curiosity, each topic begins with exciting “wow” moments. Our enquiry-based themes link with the wider school curriculum, encouraging active, inquisitive learning.

We aim to create a warm, supportive environment where parents feel confident their children are happy and thriving. Families are encouraged to take part in learning through stay-and-play sessions, Tapestry contributions, trips, events, and workshops—strengthening the home-school connection.

We celebrate diversity and individuality, recognising achievements in assemblies, displays, and Tapestry updates, helping children feel valued and proud.

Through the **Beever Pledge**, children begin their journey to becoming responsible, confident citizens—well-prepared for their future both at Beever and beyond.



Beever Pledge



Be democratic

Be adventurous

Be a fundraiser

Be an eco-warrior

Be a performer

Be workwise

Be respectful

Be a volunteer



Be an expert learner

Be safe, healthy and happy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Cycle 1	What do I know about me?	Who can I ask for help?	Why is it always cold in winter?	Are all minibeasts scary?	What would you find at the farm?	What was it like to be a pirate?
Trips/Visitors Enrichments	Owl visit Trip to the post box	Police come in to school Fire service	Yorkshire Wildlife Centre to see the polar bears	Minibeast show	Smithills Farm in Bolton	Captain Drake comes to visit Trip to the beach
Celebrations/ festivals/ special events	Harvest Halloween	Christmas	Mothers Day Chinese new year	Easter	Eid	Fathers Day Eid
Links to national Curriculum	Geography Location – where we live Houses around the world History Family history/tree D&T Junk model houses	Design Technology Designing/constructing vehicles PSHE	Science Experiments making frost Seasons Design Technology Making igloos Geography Climates around the world	Science Living things Wormery Animals habitats Lifecycles Healthy and Unhealthy foods Art Henry Matisse snail	Science Animals habitats Making butter Geography Farms around the world – Old Mikamba had a farm D&T Knitting	History Pirates from the past Captain Drake Seaside along time ago Geography Local maps of the UK Where is the sea? Where would you like to go on holiday – cold or hot climates? maps Science Sinking and floating

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Cycle 1	What do I know about me?	Who can I ask for help?	Why is it always cold in winter?	Are all minibeasts scary?	What would you find at the farm?	What was it like to be a pirate?
Linked texts	The Tiger Who came to tea Goldilocks The Three Little Pigs	Burglar Bill	Lost and found Little Penguin Cuddly Dudley Here comes Jack Frost	The Very Hungry Caterpillar Normal the slug with the silly shell Snail Trail The very busy Spider	Old Macdonald had a farm Rosie's walk The pig in the pond Six little chicks What the ladybird heard	Ten little pirates Barry the fish with fingers Fidgety fish Winnie at the seaside
Focus Artist	Andy Warhol Pop art	Andy Goldsworthy	Claude Monet The magpie	How the snail found its colour Matisse	Theodore Major Red farm at Appley Bridge	Hokusai The great wave

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Cycle 2	Who am I? Who are the famous characters from inside my books?	Twinkle twinkle little star, how I wonder what you are?	Where did the wheels on the bus go?	Would a dinosaur make a good pet?	What happened to Jack's beans?	Why is the sea blue?
Trips/Visitors Enrichments	Walk to postbox Possible show in school	Planetarium mobile school workshops	Trip to the airport visitor centre	Dinosaur exhibition Trafford Centre	FxGuru video	Water day Trip to the beach
Celebrations/ festivals/ special events	Halloween Diwali	Bonfire Night Christmas	Pancake Day Chinese new year	Easter Mothers' Day Fathers' Day Eid May		Eid
Links to national Curriculum	Art Mixing colours History *Reference to the stone age DT – making our own stick people History Family trees	Geography Looking after our planet Science Naming planets space and solar system D&T Making a rocket History Neil Armstrong	History Vehicles in the past Amelia Earheart D&T Designing our own vehicle Geography Maps and where do buses/vehicles travel Road safety	History Discussions around the past and prehistoric times fossils Geog Where dinosaurs were in the world Art Dinosaur egg paper mache Salt dough dinosaurs footprint	Science Plants and animals Labeling a plant Experiments with seeds and planting science Healthy eating Art Observational drawings of flowers	Geography Local maps of the UK – Where is the sea? - Where would you like to go on holiday – cold or hot climates? Science Classifying animals - fish.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Cycle 2	Who am I? Who are the famous characters from inside my books?	Twinkle Twinkle Little Star, How I wonder what you are?	Where did the wheels on the bus go?	Would a dinosaur make a good pet?	What happened to Jack's beans?	Why is the sea blue?
Linked texts	Goldilocks and the three bears Three little pigs The Gruffalo Room on the Broom Stick Man Cave baby	Whatever next The way back home The trouble with earth There's no place like space The Smeds and Smoos How to catch a star by Oliver Jeffers	The Train Ride Naughty Bus The Great Balloon Hullabaloo Duck In A Truck	Dinosaurs Love Underpants Mad about Dinosaurs Gigantosaurus	Jack and the beanstalk Jim and the beanstalk Jasper's Beanstalk The Tiny Seed	Mrs Wishy Washy Pig in the Pond Rainbow Fish
Focus Artist	Picasso	Vincent Van Gogh A starry night 	Henri Matisse 	Van Gogh Sunflowers	Jackson Pollock	Monet Water Lilies

Personal, Social and Emotional Development

Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Personal, Social and Emotional Development

Self Regulation

Reception

Nursery

Autumn

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings
- I can accept the needs of others and I can take turns and share resources, sometimes with support from others
- I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met

Rising 3's Jan/april

- I can start to separate from my main carer with support and encouragement from a familiar adult
- I can express my own preferences and interests
- I can demonstrate a sense of self as an individual (eg wants to do things independently, says, 'No' to adult)
- I can explore new toys and environments, but I 'check in' regularly with a familiar adult as and when I need to

Autumn

- I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed
- I can separate from my main carer with support and encouragement from a familiar adult
- I can join in a range of activities that interest me
- I am starting to engage in pretend play with toys
- I can express my own preferences and interests

Spring

- I can usually adapt my behaviour to different events, social situations and changes in routine
- I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them
- I can start to negotiate and solve problems without aggression, eg when someone has taken my toy
- I am aware of the boundaries set and of behavioural expectations in the class
- I can express my feelings and consider the feelings of others
- I can identify and moderate my own feelings socially and emotionally
- I can see myself as a valuable individual

Spring

- I am confident to talk to other children when playing together
- I can demonstrate a sense of self as an individual, eg want to do things independently, say "No" to adult
- I can select and use resources with support
- I can select and use activities and resources, with help when needed
- I can develop my sense of responsibility and membership of a community
- I can become more outgoing with unfamiliar people, in the safe context of my setting
- I can show more confidence in new social situations
- I can talk about feelings such as happy, sad, angry or worried

ELG: Self-Regulation

Children at the expected level of development will:

- I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly;
- I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate;
- I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

End of Nursery

- I am aware of my own feelings, and know that some actions and words can hurt others' feelings
- I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others
- I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met
- I can usually adapt my behaviour to different events, social situations and changes in routine

Personal, Social and Emotional Development

Managing Self

Reception

Nursery

Autumn

- I can select and use activities and resources with help
- I am confident to talk to other children when playing, and will communicate freely about my home and community
- I am beginning to understand similarities and differences between myself and others
- I can show confidence in asking adults for help
- I can put on my coat and begin to understand how to zip
- I can help with dressing and undressing

Rising 3's Jan/April

- I can express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle (eg may have tantrums)
- I can respond to a few appropriate boundaries, with encouragement and support
- I can seek comfort from familiar adults when needed

Autumn

- I can begin to learn that some things are mine, some things are shared and some things belong to other people
- I can seek comfort from familiar adults, when needed
- I can respond to the feelings and wishes of others
- I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, eg may have tantrums
- I have a growing ability to distract myself when upset, eg by engaging in a new play activity

Spring

- I willingly participate in a wide range of activities
- I can show enthusiasm and excitement when anticipating and engaging in certain activities
- I am confident to speak to others about own needs, wants, interests and opinions
- I am confident in speaking in front of a small group
- I understand that not all children come from the same social groups and can be sensitive towards others
- I can dress myself and fasten my coat
- I can describe myself in positive terms and talk about my abilities
- I can see myself as a valuable individual
- I can show resilience and perseverance in the face of challenge
- I can manage my own needs

Spring

- I am aware of others' feelings, eg look concerned if I hear crying or look excited if I hear a familiar happy voice
- I can respond to a few appropriate boundaries, with encouragement and support
- I am aware that some actions can hurt or harm others
- I can try to help or give comfort when others are distressed
- I can inhibit my own actions/behaviours, eg stop myself from doing something I shouldn't do
- I can increasingly follow rules, understanding why they are important
- I do not always need an adult to remind them of a rule
- I can develop appropriate ways of being assertive
- I can begin to understand how others might be feeling
- I am more aware of similarities and differences between myself and others

ELG: Managing Self

Children at the expected level of development will:

- I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- I can explain the reasons for rules, know right from wrong and try to behave accordingly;
- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

End of Nursery

- I can select and use activities and resources
- I enjoy the responsibility of carrying out small tasks
- I am confident to talk to other children when playing
- I am more outgoing towards unfamiliar people and more confident in new social situations
- I can show confidence in asking adults for help
- I welcome and value praise for what I have done
- I can be appropriately assertive towards others
- I can put on my coat

Personal, Social and Emotional Development

Building Relationships

Reception

Nursery

Autumn

- I can initiate play, offering cues to my friends to join me
- I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults
- I can speak to a familiar adult when problems in friendships arise

Rising 3's Jan/April

- I can enjoy the company of other children and am beginning to play with others?
- I can play cooperatively with a familiar adult (eg rolling a ball back and forth)

Autumn

- I can play alongside others
- I can use a familiar adult as a secure base from which to explore independently in new environments, eg venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious
- I can play cooperatively with a familiar adult, eg rolling a ball back and forth
- I am interested in others' play and start to join in

Spring

- I can develop strong friendships and listen and respond to their points of view during play to challenge my own and others thinking
- I can take steps to resolve conflicts with other children, eg finding a compromise
- I can return to the secure base of a familiar adult to recharge and gain emotional support and practical help
- I can play in a group, extending and elaborating play ideas, eg building up a role-play activity with other children
- I can build constructive and respectful relationships
- I can think about the perspectives of others

Spring

- I seek out others to share experiences
- I may form a special friendship with another child
- I can play with one or more other children, extending and elaborating play ideas
- I can help to find solutions to conflicts and rivalries For example, accepting that not everyone can be Spider-Man in the game after speaking with an adult

ELG: Building Relationship

Children at the expected level of development will:

- I can work and play cooperatively and take turns with others;
- I can form positive attachments to adults and friendships with peers;
- I can show sensitivity to my own and to others' needs

End of Nursery

- I can play in a group, extending and elaborating play ideas, eg building up a role-play activity with other children
- I can initiate play, offering cues to peers to join me
- I can keep play going by responding to what others are saying or doing
- I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

Communication Language and Literacy

Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language

Listening and Attention

Reception

Nursery

Autumn

- I can turn to listen to my friends or my teacher
- I can listen to and then follow an instruction
- I can remember and join in with rhymes and stories I like
- I can find the right tool for a job
- I can follow instructions using prepositions
- I can respond to a string of requests one after another (not quickly)
- I can ask and respond to 'why' questions
- I can follow a story with props and pictures
- I can show interest in other technological items

Rising 3's Jan/April

- I can show that I understand action words by pointing to the right picture in a book For example: "Who's jumping?"
- I can shift from one task to another if you get my attention Using the child's name can help: "Jason, can you stop now? We're tidying up"

Autumn

- I can find it difficult to pay attention to more than one thing at a time
- I can concentrate for slightly longer periods (3 minutes 6 minutes)
- I can join in with rhymes and songs by making sounds and by moving my body
- I can respond to adults making sounds and moving my body
- I can turn when I hear my name and follow a simple direction

Spring

- I can listen to a whole story and comment on what is happening
- I can ask questions about my favourite books
- I can choose a book or game that might be different from my friends and tell you why
- I can play and listen to my friends at the same time
- I can understand how to listen carefully and why listening is important
- I can listen to and talk about stories to build familiarity and understanding
- I can listen carefully to rhymes and songs, paying attention to how they sound
- I can learn rhymes, poems and songs
- I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- I can respond quickly to a series of instructions
- I can remember key points from a story told without props or pictures
- I can have a conversation and I can respond to other children's opinions
- I can understand and complete a simple program on a computer
- I can engage in non-fiction books

Spring

- I can identify characters and actions in my favourite books
- I can respond to two requests
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"
- I can start to respond to simple questions
- I can start to identify objects according to simple properties
- I can initiate some actions in play that are familiar from home
- I can understand between 200 and 500 words
- I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- I can focus on adults as they read or sing, responding with sounds and movements
- I can enjoy listening to longer stories and can remember much of what happens

ELG: Listening and Attention

Children at the expected level of development will:

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- I can make comments about what I have heard and ask questions to clarify my understanding;
- I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers

End of Nursery

- I can turn my head and focus on adults and friends as I speak and play, responding to comments
- I can listen to and follow directions
- I can remember and join in with rhymes and familiar stories
- I can find the right tool for a job
- I can follow instructions using prepositions
- I can respond to a string of requests one after another (not quickly)
- I can ask and respond to 'why' questions
- I can follow a story with props and pictures
- I can show interest in the lives of other people or events
- I can see some similarities and differences between people
- I can operate a CD player or MP3 player and show understanding of the remote controls
- I can show interest in other technological items

Communication and Language

Speaking

Reception

Nursery

Autumn

- I can start to link simple sentences
- I can explain in simple sentences, including ordering, stating what happened and what might happen
- I can use tense, intonation and rhythm to enhance meaning
- I can use vocabulary to express imaginary events in play
- I can engage in imaginary role play sometimes building stories around toys and objects
- I can learn new vocabulary
- I can use new vocabulary through the day

Rising 3's Jan/April

- I can link up to 5 words together?
- I can use around 300 words? These words include descriptive language

Autumn

- I can copy sounds and words like 'all gone'
- I can make requests using two words
- I can use everyday words to talk about people I know
- I can copy sounds and words a lot
- I can use 50 or more single words These will also become more recognisable to others
- I can start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'

Spring

- I can explore new vocabulary, sounds and intonation
- I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults
- I can use sentences that are well formed (However, they may still have some difficulties with grammar For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')
- I can ask questions to find out more and to check they understand what has been said to them
- I can articulate my ideas and thoughts in well-formed sentences
- I can describe events in some detail
- I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
- I can develop social phrases
- I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words
- I can use new vocabulary in different contexts

Spring

- I can express feelings, desires and needs
- I can begin to hold a conversation
- I can remember and use new words My vocabulary increases rapidly
- I can ask questions and I can respond to questions using simple sentences
- I can use a wider range of vocabulary
- I can know many rhymes, be able to talk about familiar books, and be able to tell a long story
- I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
- I can have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- I can use longer sentences of four to six words
- I can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- I can start a conversation with an adult or a friend and continue it for many turns
- I can use talk to organise myself and my play: "Let's go on a bus you sit there I'll be the driver"

ELG:Speaking

Children at the expected level of development will:

- I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary;
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher

End of Nursery

- I can start to link simple sentences
 - I can explain in simple sentences what happened and what might happen
 - I can use vocabulary to express imaginary events in play
 - I can engage in imaginary role play sometimes building stories around toys and objects
- Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"
Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver"
Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?
Can the child answer simple 'why' questions?

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy

Word Reading and Comprehension

Reception

Nursery

Autumn Word Reading

- I can join in with rhymes and stories
- I can recognise my own name
- I can identify sounds in words, in particular, initial sounds
- I can read individual letters by saying the sounds for them
- I can segment and blend simple words demonstrating my knowledge of sounds (with support – independently) using fred talk
- I can link sounds to letters in the alphabet

Rising 3's Jan/April

- I can show that I am interested in books and rhymes and may have favourites

Autumn Comprehension

- I can hold a book, turn the pages and indicate an understanding of pictures and print
- I can tell a story to friends
- I can talk about events and characters in books
- I can make suggestions about what might happen next in a story
- I can talk about my favourite book

Autumn

- I can repeat songs, rhymes, stories and repeat familiar phrases
- I can fill in missing words from well known rhymes
- I have some favourite stories

Spring Word Reading

- I can read simple words and simple sentences
- I read words by using fred in my head technique
- I can identify rhymes
- I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences
- I can read some letter groups that each represent one sound and say sounds for them
- I can read a few common exception words matched to Read Write Inc (I, me, my, of)
- I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- I can read all or most single letter sounds and some special friends (RWI target)

Spring

- I can show a preference for a book or a song or a rhyme
- I can identify myself in a story and show enjoyment for stories about familiar people
- I can notice and repeat sounds
- I can identify signs and symbols in the environment and recall what I mean
- I can understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- I can develop my phonological awareness, so that I can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- I can engage in extended conversations about stories, learning new vocabulary

Spring Comprehension

- I can use vocabulary and events from stories in my play
- I can change the ending of a story
- I can re-read these books to build up my confidence in word reading, my fluency and my understanding and enjoyment

ELG: Word Reading

- I can say a sound for each letter in the alphabet and at least 10 digraphs;
- I can read words consistent with my phonic knowledge by sound-blending;
- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words

ELG: Comprehension

- I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary;
- I can anticipate – where appropriate – key events in stories;
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

End of Nursery Word reading

- I can join in with rhymes and stories
- I can identify rhymes
- I can join in with the rhythm of well known rhymes and songs
- I can recognise my own name

End of Nursery Comprehension

- I can hold a book, turn the pages and indicate an understanding of pictures and print
- I can tell a story to friends
- I can make suggestions about what might happen next in a story

Literacy

Writing

Reception

Nursery

Autumn

- I can use a tripod grasp
- I can use pincers, tweezers and threading equipment with increasing control and confidence
- I can copy shapes, letter and pictures ACCURATELY
- I can form recognisable letters, some of them correctly
- I can sit on a chair with a straight back and my feet on the floor
- I can tell an adult what I have drawn or painted
- I can give meaning to my marks as I write
- I can create representations of people, events and objects
- I enjoy creating pictures, making marks or creating texts to communicate meaning eg cards, tickets, lists
- I can write a simple cvc word
- I can identify sounds from my own name in other words
- I can ascribe meaning to other marks like on signage
- I can write my first (and second) name
- I can recognise a capital letter at the start of my name

Spring

- I can use pincer grip
- I can control finer tools when playing with dough
- I can form lower-case and some capital letters correctly
- I can use perfect pencil position, hand on paper
- I can write my letters mostly the same size
- I can use some identifiable letters to communicate meaning and uses them to write captions and labels
- I can read back my writing
- I can begin to rehearse what I write orally before writing
- I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- I can re-read what I have written to check that it makes sense
- I can start to write identifiable shapes and letters
- I can write several red words within my writing
- I can segment and blend the sounds in simple words and name sounds
- I can spell words by identifying the sounds and then writing the sound with letter/s
- I can talk about sentences and start to write short sentences
- I can start to use full stops and capital letters in the correct places

ELG: Writing

Children at the expected level of development will:

- I can write recognisable letters, most of which are correctly formed
- I can spell words by identifying sounds in them and representing the sounds with a letter or letters
- I can write simple phrases and sentences that can be read by others

Rising 3's Jan/April

- I can distinguish between the different marks I make

Autumn

- I can make connections between my actions and the marks being made
- I can distinguish between the different marks I make
- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body
- I can use tools for mark making with control
- I can control the marks on the page
- I can begin to balance when sitting
- I can hold mark making equipment using the palmer grip

Spring

- I can grip using five fingers or preferably two fingers and thumb for control
- I can control equipment and show increasing control over tools like pencils and crayons
- I can begin to copy my name
- I can identify sounds from my own name in other words

End of Nursery

- I can use pincers, tweezers and threading equipment
- I can copy shapes, letters and pictures
- I can begin to write some sounds from memory
- I can ascribe meaning to other marks, like on signage
- I can start to write identifiable shapes and letters
- I can write my first name from memory
- I can tell an adult what I have drawn or painted

Reading and Writing Year One

I can break down spoken words into their sounds and spell some correctly
I can sit correctly at a table, holding a pencil comfortably and correctly
I can write sentences by saying out loud what I am going to write about
I can add s or es to words to make them plurals eg dog, dogs; wish, wishes
I can spell words containing each of the letter sounds I have been taught
I can write most lower-case letters correctly
I can write down a sentence I have practised
I can add -ing and -er to the end of a word to make a new word eg helping, helper
I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them
I can write lower-case letters in the correct direction, starting and finishing in the right place
I can write sentences on my own
I can show you how un- added to the beginning of a word can change its meaning
I can spell a few common exception words
I can write capital letters
I can join my sentences together to make a story
I can put words together to make sentences
I can spell some common exception words
I can write numbers 0-9
I can read my sentence and check that it makes sense
I can use joining words like 'and'
I can spell the days of the week
I can see which letters belong to which handwriting 'families'
I can talk about my writing with my teacher or children in my class
I can use spaces between words
I can name the letters of the alphabet in order
I can read my sentence out loud so that children in my class can hear and understand me
I can use capital letters and full stops
I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound
I can use question marks and exclamation marks
I know the plural rule and can use -s and -es in the right place
I can use capital letters for names, places, the days of the week and the word 'I'
I can add un- to the start of a word to make a different word
I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
I can add -ing, -ed, -er and -est to the end of a word to make a new word eg helping, helped, helper, eating, quicker, quickest
I can use simple spelling rules
I can write the correct spellings in simple sentences I hear my teacher say
I can spell words by picking out the sounds

I can use letter sounds to work out and read new words
I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others
I can say a sound for more than 40 letters or groups of letters
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced
I can say quickly the sound of all the letters and letter groups
I can retell some of a story I know when being read to by an adult
I can read new words correctly by blending the letter and letter group sounds I have been taught
I can join in with words when I can guess what is coming next
I can read many common exception words
I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features
I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est
I can enjoy and understand rhymes and poems, and can recite some by heart
I can read many words quickly and accurately without needing to sound and blend words I have seen before
I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know
I can read words of more than one syllable using sounds that I have been taught
I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading
I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters
I can usually spot if a word has been read wrongly by following the sense of the text
I can read aloud books that use letters and letter groups I have been taught
I can talk about the title and events in books I have read or heard
I can use the sounds I know to re-read books more fluently and with more confidence
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done
I can say what might happen next in a story
I can take part in a group talk about what we have listened to I take turns and listen to what others have to say
I can explain clearly my understanding of texts which have been read to me
I can answer questions in discussion with the teacher and make simple inferences

Mathematics

Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics

Number

Reception

Nursery

Autumn

- I can compare by matching*
- I can count up to three or four objects by saying one number name for each item
- I can count objects to 5 and begin to count beyond 5*
- I can count out objects from a larger group*
- I can select the correct numeral to represent 1 to 5, then 1 to 10 objects
- I can compare groups of more and less than within 5*
- I can say one more or one less than a given number with number stories*
- I can break a whole into 2 parts*
- I can recognise some numerals of personal significance
- I can begin to use vocabulary linked to adding and subtracting

Rising 3's – Jan/April

- I am beginning to organise and categorise objects (eg putting all the teddy bears together or teddies and cars in separate piles)
- I can say some counting words randomly
- I can select a small number of objects from a group when asked (eg 'please give me two')

Autumn

- I can recite some number names in sequence (not necessarily understand at this stage)*
- I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc)
- I can collect and make some simple comparisons of amounts*

Spring

- I can count objects to 10 and begin to count beyond 10*
- I can compare groups and represent numbers to 10*
- I can complete addition using part part whole*
- I can explore number bonds and how they are formed, including subtraction*
- I can complete addition stories with first, then and now*
- I can estimate how many objects I can see and check by counting them
- I can begin to subitise up to 5
- I can link the number symbol (numeral) with its cardinal number value
- I understand addition up to 5 using all combinations Then 6, 7, 8, 9, 10
- I can explore the composition of numbers to 10

Spring

- I can show an understanding of simple comparisons like 'more'
- I have fast recognition of up to 3 objects, without having to count them individually ('subitising')*
- I can explore the composition of numbers to 5*
- I can recite numbers past 5
- I can say one number for each item in order: 1,2,3,4,5
- I can show 'finger numbers' up to 5*
- I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- I can experiment with my own symbols and marks as well as numerals*
- I can notice when groups or collections are the same*

ELG: Number

Children at the expected level of development will:

- I can have a deep understanding of numbers to 10, including the composition of each number;
- I can subitise (recognise quantities without counting) up to 5;
- I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Summer and End of Nursery: Number

- I can use number names to 10 and sometimes count accurately
- I can represent numbers using marks, fingers or digits *
- I can count actions, objects and sounds
- I can say when two small groups have the same number of objects
- I can identify numerals in the environment
- I can count up to 5 items, recognising that the last number said represents the total counted so far
- I can compare by matching*

Mathematics

Numerical Pattern

Reception

Nursery

Autumn

- I can name, explore and describe 2D shapes*
- I can begin to describe 3D shapes*
- I can count to ten forwards and backwards
- I can use positional and directional language*
- I can copy and identify simple AB patterns

Rising 3's Jan/April

- I can attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles
- I can use blocks to create my own simple structures and arrangements

Autumn

- I can start to fit shapes into board puzzles or shape sorters
- I can fill and empty a container
- I can explore 2D shapes*
- I can use the language of size
- I can identify primary colours*
- I can match and sort objects*
- I can use blocks or objects to make a continuous pattern or arrangement.*

Spring

- I can use comparative language
- I can compare two groups using language of more or less than, greater and fewer than
- I can explore, continue and create AB and ABC patterns*
- I can begin to count, compare and represent numbers to twenty*
- I can begin to understand odd and even numbers*
- I can compose and decompose shapes and know that shapes can have others within it*
- I can select, rotate and manipulate shapes in order to develop spatial reasoning skills
- I can find patterns within numbers

Spring

- I can see some shapes in pictures and can start to make pictures using shapes
- I can use small world play to experiment with size, shape, differences and similarities
- I can understand positional language
- I can start to identify and explore shapes in the environment*
- I can make comparisons between objects relating to size, length, weight and capacity
- I can begin to copy AB patterns*
- I can combine shapes to make new ones - an arch, a bigger triangle etc
- I can talk about and identify the patterns around them For example: stripes on clothes, designs on rugs and wallpaper Use informal language like 'pointy', 'spotty', 'blobs' etc
- I understand some positional and directional language

ELG: Numerical Patterns

Children at the expected level of development will:

- I can verbally count beyond 20, recognising the pattern of the counting system;
- I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Summer and End of Nursery

- I can talk about routines and use language like 'before' and 'after'
- I can start to make more meaningful pictures, patterns and arrangements with shapes*
- I can talk about and explore 2D shapes
- I can discuss routes and locations, using words like 'in front of' and 'behind'
- I can count forwards and backwards to ten
- I can begin to use comparative and some positional language*
- I can begin to copy and extend AB patterns*

Mathematics Year One

- I can count to and past 100, forwards and backwards starting from any number
- I can read and understand number statements using +, - and =
- I can answer multiplication questions using objects, pictures and other equipment
- I can find and name $\frac{1}{2}$ (half) of an object, shape or amount
- I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter
- I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles
- I can count and read numbers to 100 in numerals
- I can write number statements using +, - and =
- I can answer division questions using objects, pictures and other equipment
- I can find and name $\frac{1}{4}$ (quarter) as one of four equal parts of an object, shape or amount
- I can solve problems for mass and weights by telling which objects are heavier or lighter
- I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres
- I can count and write numbers to 100 in numerals
- I can change calculations to give the same answers, for example $3 + 2 = 5$ so $2 + 3 = 5$
- I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another
- I can count in jumps of 2, 5 and 10s
- I can show that addition is the opposite of subtraction, for example if $3 + 2 = 5$, then $5 - 2 = 3$
- I can solve problems for time I can tell if something is quicker or slower I can tell if something happened earlier or later
- I can identify one more and one less, given a starting number
- I can remember most of the number bonds for 10 and link the connected facts
- I can measure weight or mass and write these measurements down
- I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least
- I can use number bonds up to 20
- I can measure capacity or volume and write these measurements down
- I can read and write numbers from 1 to 20 in numbers
- I can use subtraction facts up to 20
- I can measure time in hours, seconds or minutes and write these measurements down
- I can read and write numbers from 1 to 20 in words
- I can add one digit and two digit numbers to 20
- I can tell how much different coins or notes are worth
- I can count in twos, fives and tens to solve problems
- I can subtract one digit and two digit numbers to 20
- I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening
- I can partition and combine numbers using apparatus if I need it
- I can answer problems that use addition and subtraction, including missing number problems, using objects and pictures
- I can talk about dates using the days of the week, weeks, months and years
- I can tell what the time is in hours and half past the hour I can draw these on a clock face
- I can measure and begin to record length/height

Physical Development

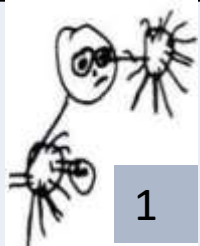
Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

The stages of writing development For reference

16-26 months



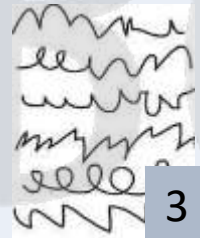
1



2

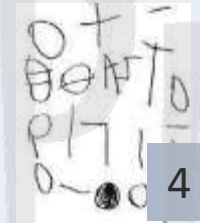
This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.

22-36 months



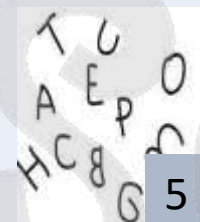
3

As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.



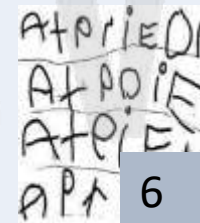
4

We now see random letters and letter strings.



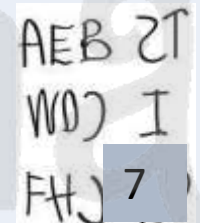
5

30-50 months



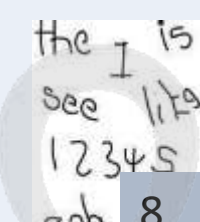
6

Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.



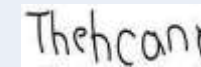
7

We now see letter strings, letter groups and print from the environment.



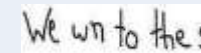
8

40-60 months



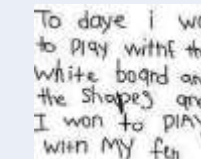
9

We now see children beginning to experiment with sounds and the initial sounds of words represented.



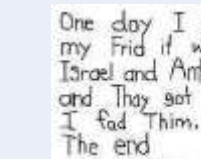
10

Then more consonant sounds are represented. We then see inventive spelling including vowels.



11

Finally we have transitional writing with better attempts and spelling and some use of punctuation.



12

Physical Development

Fine Motor

Reception

Nursery

Autumn

- I can use a pincer grasp
- I can make snips in paper using child friendly scissors
- I can show a preference for a dominant hand

Rising 3's Jan/April

- I can start to turn pages in a book, sometimes several at once
- I can begin to use a palmer grasp

Autumn

- I can use a fist grip or fist grasp
- I can use a palmer grasp and four-finger grip

Spring

- I can use a tripod grasp
- I can develop my small motor skills so that I can use a range of tools competently, safely and confidently : Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- I can develop the foundations of a handwriting style which is fast, accurate and efficient
- I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor – for writing

Spring

- I can pick up tiny objects using a fine pincer grasp
- I can use one-handed tools and equipment, for example, making snips in paper with scissors
- I can use a comfortable grip with good control when holding pens and pencils
- I can show a preference for a dominant hand

ELG: Fine Motor

Children at the expected level of development will:

- I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- I can use a range of small tools, including scissors, paint brushes and cutlery;
- I can begin to show accuracy and care when drawing

Summer and End of Nursery

- I can use one-handed tools and equipment, eg make snips in paper with child scissors
- I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp
- I can hold a pencil near the point between first two fingers and thumb and use it with good control

Physical Development

Gross Motor

Reception

Nursery

Autumn

- I can stand momentarily on one foot when shown
- I can catch a large ball or object
- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles
- I can show increasing control over an object in pushing, patting, throwing, catching or kicking it

Rising 3's Jan/April

- I can attempt to kick a large ball
- I can start to run safely
- I can squat with steadiness to rest or play with an object on the ground and rise to my feet without using hands

Autumn

- I can run but sometimes fall
- I can carry large toys
- I can attempt to kick a ball
- I can stand on one foot with support
- I can use my feet to scoot along on a trike
- I can control my whole body and am able to negotiate space and objects
- I can run safely on my whole foot

Spring

- I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- I can travel with confidence and skill around, under, over and through balancing and climbing equipment
- I can carefully complete movements I have already learnt - rolling, crawling, jumping, running, hopping, skipping.
- I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.
- I can combine different movements with ease and fluency
- I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- I can develop overall body-strength, balance, co-ordination and agility
- I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

Spring

- I can move to music and express myself
- I can stop confidently when moving around the environment and can now run safely
- I can make connections between my movement and the marks I make
- I can squat with steadiness to rest or play with objects on the ground and rise to my feet without using my hands
- I can kick a large ball
- I can respond and move to rhythm and music
- I can make simple models using construction toys
- I can move spontaneously within available space
- I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills
- I can go up steps and stairs, or climb up apparatus, using alternate feet
- I can skip, hop, stand on one leg and hold a pose for a game like musical statues
- I can use large-muscle movements to wave flags and streamers, paint and make marks
- I can start taking part in some group activities which they make up for themselves, or in teams
- I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm
- I can match my developing physical skills to tasks and activities in the setting
- I can choose the right resources to carry out my own plan
- I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

ELG: Gross Motor

Children at the expected level of development will:

- I can negotiate space and obstacles safely, with consideration for myself and others;
- I can demonstrate strength, balance and coordination when playing;
- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Summer and End of Nursery

- I can stand momentarily on one foot when shown
- I can catch a large ball/object
- I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles

Physical Development Year One

- I can follow a simple set of rules
- I can recognise and talk about changes in my body and start to talk about why being active is good for my body
- I can follow a teacher led warm up and cool down
- I can work cooperatively in pair
- I can begin to skip with a rope
- I can jump with rhythm
- I can stop the ball with basic control
- I can send a ball in the direction of another
- I can take part in sending and receiving
- I can throw, catch and bounce in different ways when standing or on the move
- I can aim at a large target
- I can push a roll a ball in different directions
- I can perform dance actions with control and coordination
- I can link movements together to make a sequence to communicate mood and feelings
- I can begin to evaluate my own and others and suggest ways to improve
- I can plan and repeat simple sequences and actions
- I can show contrasts in shape such as small/tall, straight/curved, wide/narrow
- I can perform basic gymnastic actions with some coordination control
- I can begin to describe my own and others' work
- I can make suggestions for improvements with help
- I can stop the ball with basic control
- I can send a ball in the direction of another
- I can take part in sending and receiving
- I can throw, catch and bounce in different ways when standing or on the move
- I can aim at a large target
- I can use and vary simple tactics
- I can begin to strike a ball with a bat
- I can start to develop new skills relevant to specific invasion/net & wall/ striking & fielding games
- I can run at different speeds
- I can jump from a standing position
- I can throw an object with one hand

Understanding the World

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World

People, Culture and Communities

Reception

Nursery

Autumn

- I can show interest in the lives of people who are familiar to me
- I can talk about where I live
- I can ask questions about aspects of my familiar world such as the place where I live or the natural world

Rising 3's Jan/April

- I am curious about people and show interest in stories about myself and my family
- I enjoy pictures and stories about myself my family and other people

Autumn

- I can recognise my own immediate family and relations
- I can, in pretend play, imitate everyday actions and events from own family and cultural background, eg making and drinking tea

Spring

- I can draw information from a simple map
- I can recognise some similarities and differences between life in this country and life in other countries
- I can recognise that people have different beliefs and celebrate special times in different ways
- I can start to show an interest in different occupations and ways of life
- I can talk about members of my immediate family and community

Spring

- I can see my new friends have similarities and differences that connect them to, and distinguish them from, others
- I can begin to make sense of my own life-story and family's history
- I can show interest in different occupations
- I can continue to develop positive attitudes about the differences between people

ELG: People, Culture and Communities

Children at the expected level of development will:

- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- I can understand some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class;
- I can 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

Summer and End of Nursery

- I can show interest in the lives of people who are familiar to me
- I can remember and talk about significant events in my own experience
- I can recognise and describe special times or events for family or friends
- I can start to show an interest in different

Understanding the World

Past and Present

Reception

Nursery

Autumn

- I can remember and talk about significant events in my own experience
- I can ask questions about the past.

Rising 3's Jan/April

- I can show an awareness that I was once a baby

Autumn

- I can see that things have changed from the past.

Spring

- I can recognise and describe special times or events for family or friends
- I can compare and contrast characters from stories, including figures from the past
- I can comment on images of familiar situations in the past
- I can understand that some places are special to members of my community

Spring

- I can enjoy stories about special events
- I can look at and begin to talk about photos or objects from the past
- I can understand that things have changed from the past.

ELG: Past and Present

- I can talk about the lives of the people around them and their roles in society;
- I can understand some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class;
- I can understand the past through settings, characters and events encountered in books read in class and storytelling

Summer and End of Nursery

- I can begin to talk about special events in my life
- I can look at photos or objects from the past and discuss who or what they show
- I can ask a simple question about the past.
- I can develop my communication by using the correct tense – most of the time. (CLL)

Understanding the World

The Natural World

Reception

Autumn

- I can explore the natural world around me
- I can talk about some of the things I have observed such as plants, animals, natural and found objects

Spring

- I can show care and concern for living things and the environment
- I can look closely at similarities and differences in relation to nature and living things
- I can describe what I see, hear and feel whilst outside
- I can recognise some environments that are different to the one in which I live
- I can understand the effect of changing seasons on the natural world around me

ELG: The Natural World

Children at the expected level of development will:

- I can explore the natural world around me, make observations and draw pictures of animals and plants;
- I can understand some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class;
- I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter

Nursery

Rising 3's Jan/April

- I can explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- I can remember where objects belong

Autumn

- I can play with small-world models such as a farm, a garage or a train track
- I can understand basic changes in the environment such as melting or freezing

Spring

- I can notice features of objects in the environment
- I can use all my senses in hands-on exploration of natural materials
- I can explore collections of materials with similar and/or different properties
- I can plant seeds and care for growing plants
- I can understand the key features of the life cycle of a plant and an animal
- I can begin to understand the need to respect and care for the natural environment and all living things
- I can talk about what I see, using a wide vocabulary
- I can explore and talk about different forces I can feel
- I can talk about the differences between materials and changes I notice
- I know that there are different countries in the world and talk about the differences I have experienced or seen in photos

Summer and End of Nursery

- I can ask questions about aspects of my familiar world such as the place where I live or the natural world
- I can talk about some of the things I have observed such as plants, animals, natural and found objects
- I can talk about why things happen and how things work
- I can start to develop an understanding of growth, decay and changes over time
- I can show care and concern for living things and the environment

Geography History and Science in Year One

Geography

I can name and locate the four countries in the UK, with their capital cities
I can name the three main seas that surround the UK
I can talk about the main features of each of the countries that make up the UK
I can explain key features of hot and cold places in the world
I can explain the main differences between a place in England and that of a small place in a non-European country
I can talk about people and places beyond my local environment
I can state which is the hottest and which is the coldest season in the UK
I can name and recognise main weather symbols
I can talk about the main differences between a city, town and village
I can show where the equator, North Pole and South Pole are on a globe
I can show which is N, E S and W on a compass
I can recite my address, including postcode

History

I can explain why Florence Nightingale is famous
I can tell you how I found out about Florence Nightingale
I can ask and answer questions using a range of artefacts/photographs/pictures provided
I can ask questions such as: What was it like for...? What happened How long ago
I can talk about how the toys my grandparents played with are different to my own
I can organise some artefacts by age on a timeline
I can label timelines with pictures, words or phrases
I can identify what a number of older objects were used for
I can identify the main differences between my school days and those of my grandparents
I can talk about how seaside holidays have changed over the years
I can identify period features of seaside holidays including clothes, travel and entertainment
I can answer questions by using different sources, such as an information book or pictures
I can find out more about Grace Darling and carry out some research on her
I can recount some interesting facts about Grace Darling
I can talk about how her actions changed the way we do things today

Science

I can point out some of the differences between different animals
I can sort photographs of living and non-living things
I can classify common animals such as birds, fish, amphibians, reptiles, mammals and invertebrates
I can describe how an animal is suited to its environment
I can sort some animals by body covering, eg scales, fur and skin
I can name the parts of the human body that they can see
I can identify the main parts of the human body and link them to their senses
I can name the parts of an animal's body
I can name a range of domestic animals
I can classify animals by what they eat using the terms carnivore, herbivore, omnivore
I can compare the bodies of different animals
I can name the petals, stem, leaf and root of a plant
I can identify and name a range of common plants and trees
I can recognise deciduous and evergreen trees
I can describe the parts of a plant including the roots, stem, leaves and flowers
I can sort some plants by size
I can describe materials using their senses
I can describe materials using their senses, using specific scientific words
I can explain what material objects are made from
I can explain why a material might be useful for a specific job
I can name some different materials
I can sort materials into groups by a given criterion
I can explain how solid shapes can be changed by squashing, bending, twisting and stretching
I can identify and name the sources of light that we can see
I can explain what darkness is
I can observe and describe shadows during the day
I can describe characteristics of the different seasons and how they change through the year

Expressive Arts and Design

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts and Design

Creating with Materials

Reception

Nursery

Autumn

- I can explore colour and how colours can be changed
- I can explore with materials and make models with support

Rising 3's Jan/April

- I can begin to experiment with blocks, colours and marks

Autumn

- I can experiment with blocks, colours and marks
- I can explore colour
- I can explore different materials freely, in order to develop my ideas about how to use them and what to make
- I can create closed shapes with continuous lines, and begin to use these shapes to represent objects

Spring

- I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects
- I can show interest in and describe the texture of things
- I can use various construction materials
- I can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- I can join construction pieces together to build and balance
- I can use choose my own materials to make junk models independently
- I can adapt my work once finished
- I can explore, use and refine a variety of artistic effects to express my ideas and feelings
- I can return to and build on my previous learning, refining ideas and developing my ability to represent them
- I can create collaboratively sharing ideas, resources and skills

Spring

- I can develop my own ideas and then decide which materials to use to express them
- I can join different materials and explore different textures
- I can draw with increasing complexity and detail, such as representing a face with a circle and including details
- I can use drawing to represent ideas like movement or loud noises
- I can show different emotions in my drawings and paintings, like happiness, sadness, fear
- I can explore colour and colour-mixing
- I can play instruments with increasing control to express my feelings and ideas

ELG: Creating with Materials

Children at the expected level of development will:

- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- I can share my creations, explaining the process I have used;
- I can make use of props and materials when role playing characters in narratives and stories

Summer and End of Nursery

- I can explore colour and how colours can be changed
- I can understand that I can use lines to enclose a space and then begin to use these shapes to represent objects
- I can show interest in and describe the texture of things
- I can use various construction materials
- I can begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces
- I can join construction pieces together to build and balance

Expressive Arts and Design

Being Imaginative

Reception

Nursery

Autumn

- I can engage in imaginative role-play based on own first-hand experiences
- I can use available resources to create props to support role-play
- I can sing to myself and make up simple songs
- I can create movement in response to music
- I can explore and learn how sounds can be changed
- I can sing the pitch of a tone sung by another person ('pitch match')

Rising 3's Jan/April

- I can show an interest in the way musical instruments sound
- I can listen to songs with enjoyment

Autumn

- I can begin to use representation to communicate, eg drawing a line and saying 'That's me'
- I can begin to make-believe by pretending
- I can join in singing favourite songs
- I can create sounds by shaking, tapping or scraping

Spring

- I can watch and talk about dance and performance art, expressing my feelings and responses
- I can develop storylines in my pretend play
- I can explore and engage in music making and dance, performing solo or in groups
- I can sing in a group or on my own, increasingly matching the pitch and following the melody
- I can play pitch-matching games, humming or singing short
- I can listen attentively, move to and talk about music, expressing my feelings and responses

Spring

- I can take part in simple pretend play, using an object to represent something else even though they are not similar
- I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc
- I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park
- I can show an interest in the way musical instruments sound
- I can listen with increased attention to sounds
- I can remember and sing entire songs
- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- I can create my own songs, or improvise a song around one I know

ELG: Being Imaginative

Children at the expected level of development will:

- I can invent, adapt and recount narratives and stories with peers and my teacher;
- I can sing a range of well-known nursery rhymes and songs;
- I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Summer and End of Nursery

- I can develop preferences for forms of expression
- I can use movement to express feelings
- I can create and imitate movement in response to music
- I can sing to myself and make up simple songs
- I can enjoy joining in with dancing and ring games
- I am beginning to sing the pitch of a tone sung by another person ('pitch match')
- I can notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there
- I can engage in imaginative role-play based on own first-hand experiences
- I can build stories around toys, eg farm animals needing rescue from an chair 'cliff'
- I can use available resources to create props to support role-play
- I can respond to what I have heard, expressing my thoughts and feelings

Art and DT in Year One

I can begin to talk about how artists show people's feelings in paintings and drawings

I can use pencils to create lines of different thickness in drawings

I can use a range of tools within an IT programme to create different lines, colours and shapes

I can use techniques such as rolling, cutting, moulding and carving

I can mould materials to make a clay pot

I can join two clay finger pots together

I can describe what can be seen and give an opinion about the work of an artist

I can ask questions about a piece of art

I can talk about moods in artwork

I can identify primary and secondary colours

I can create a repeating pattern in print

I can think of interesting ways of decorating food I have made eg cakes

I can understand the importance of washing my hands and making sure that surfaces are clean

I can cut and peel ingredients safely

I can describe the texture of foods

I can talk about where different fruits come from

I can talk about how to be healthy

I can understand the importance of washing my hands and making sure that surfaces are clean

I can describe how different textiles feel

I can combine materials by weaving

I can cut safely using tools provided

I can make a product which moves

I can cut safely using tools provided

I can choose the right materials when making a moving product

I can make a structure/model using different materials

I can talk about my product and say how/why I have chosen particular finishing techniques

I can make my model stronger if it needs to be

I can talk with others about how I want to construct my product

I can select appropriate resources and tools for my building projects

I can make simple plans before making objects eg drawings/ arranging pieces of construction before building