

# St Thomas More RC Primary School

## Early Years Foundation Stage



# Curriculum and Progression Document

## **St Thomas More Catholic Primary School**

### **Early Years Foundation Stage Curriculum Intent**

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage Framework document. This clearly defines what we teach and the expectations for children to reach by the end of EYFS, reflecting the seven areas of learning identified in the Early Learning Goals. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a range of areas.

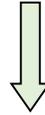
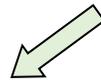
We aim to support and nurture all children to learn and develop in an environment where Gospel values are central and celebrated; where each child is loved, appreciated and affirmed. It is through this process that we fulfil our mission to bring children to:

**'Learn and grow as God's Holy People'**

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help children achieve these outcomes.

## Learning Model

Our children learn through



Playing and exploring		Active Learning		Creating and thinking critically	
Overarching Principles					
<b>Every child is unique</b>		<b>Building Positive Relationships</b>		<b>Environments and Adult support that enable high quality learning experiences</b>	
<b>Focus on Learning and Development</b>					
<b>Prime Areas</b>	<u>Communication and Language</u>		<u>Physical Development</u>		<u>Personal, Social and Emotional Development</u>
	<i>Listening Attention and Understanding</i> <i>Speaking</i>		<i>Gross Motor</i> <i>Fine Motor</i>		<i>Self-Regulation</i> <i>Managing Self</i> <i>Building Relationships</i>
<b>Specific Areas</b>	<u>Literacy</u>		<u>Mathematics</u>		<u>Creative Development</u>
	<i>Word Reading</i> <i>Comprehension</i> <i>Writing</i>		<i>Number</i> <i>Number Patterns</i>		<i>Creating with Materials</i> <i>Being Imaginative and Expressive</i>
				<u>Knowledge of the World</u>	
				<i>Past and Present</i> <i>People Culture and Communities</i> <i>The Natural World</i>	

## St Thomas More Catholic Primary School & Nursery: Progression in Learning Framework - Communication & Language



### EYFS Statutory Educational Programme. The curriculum needs to include

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**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>New vocabulary</i></li> <li>• <i>Range of language structures</i></li> <li>• <i>Knowledge of stories, non-fiction books, rhymes and poems</i></li> <li>• <i>Knowledge that communication involves reciprocal actions in interactions with others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interact converse listen engage respond elaborate</i></li> <li>• <i>story telling role play expression of ideas and feelings</i></li> </ul>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Guide their own thinking and actions by talking to themselves while playing</li> <li>• Respond to new experiences that you bring to their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play</li> <li>• Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions</li> </ul>

**ELG: Listening, Attention & Understanding:**  
 Children at the expected level of development will:

- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions**
- **Make comments about what they have heard and ask questions to clarify their understanding**
- **Hold conversations when engaged in back-and-forth exchanges with their teacher and peers**

**ELG Speaking:**  
 Children at the expected level of development will:

- **Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary**
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher**

### Communication and Language Progression in Learning - Small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
<b>Speaking</b>	Sometimes uses talk to organise themselves and their play	Uses talk to organise themselves and their play	Uses longer sentences of 4-6 words	Describes events in some detail	Articulates thinking	Articulates ideas and thinking in well-formed sentences	Can describe, explain and narrate sentences
	Uses a wider vocabulary including descriptive language eg (time) now, later, (space) over there, (function) soap to wash my hands	Asks questions using some question words Expands own vocabulary, including some school specific language eg I saw it in group time	Asks questions using a range of question words  Continues to learn and use more new words	Can answer simple 'why' questions Continues to expand and use own vocabulary, including words and phrases they may not have heard at home eg 'line up' 'partner' 'phonics'	Can answer questions about 'when' and 'how' Continues to learn and use more words increasingly exploring the meaning of words, including those found in a range of stories and non-fiction texts	Asks questions to find out more and to check understanding about what has been said Continues to learn and use more words. including those found in a range of stories and non-fiction texts, asking what new words mean	Can find out things by asking how and why questions  Uses relevant strategies to build their vocabulary
	Starts a conversation with a trusted adult or child	Starts a conversation with adult or friend with some turn-taking	Starts a conversation with an adult or friend and continues it for many turns	Is developing use of talk with others to help organise thinking, work out problems and explain	Uses talk with others to help organise thinking, work out problems and explain. Is beginning to use words to express a viewpoint and disagree	Expresses a point of view, debate when they disagree with an adult/ friend, using words as well as actions Engages in sustained conversations with others	Articulates and justifies answers, arguments and opinions  Begins to use appropriate registers in talk
	Is beginning to talk about ideas that have already happened	Can describe ideas that have already happened	Can link sentences with words like 'and', 'or' 'because'	Is becoming confident in using the future tense in talk	Connects one idea to another using a range of connectives eg 'or' 'because'	Uses the future and past tense, mostly consistently	Uses appropriate tenses and word order
	Talks with others – often preferring the adults and children most familiar to them	Talks with a growing range of other people	Enjoys talking and playing with a wide range of children or adults	Enjoys talking with others	Enjoys talking with others in a range of contexts and groups	Enjoys talking with others and joins in with group conversations and games Chooses own friends	Maintains attention Participates actively in collaborative conversations
	Engages in own favourite make-believe play, some of which may be repetitive	Engages in a wider range of make-believe play and dressing up	Enjoys a wide range of make-believe play and dressing up	Can use talk to take on different roles in imaginative play	Can use talk to interact with and negotiate with others	Uses talk to interact and negotiate as part of extended conversations	Uses talk with others to explore real and imaginary ideas
	Is developing social phrases to help them in their play eg Can I play with you?	Uses talk to organise themselves and their play e.g. 'lets pretend we are in a jungle....'	Uses talk to plan games with others, sustaining ideas for short periods	Uses talk to take part in a range of activities	Uses talk to organise their thinking	Uses talk to help work out problems	Uses talk to take part in a range of collaborative learning

			Enjoys playing with language, eg starts to make simple 'jokes'				
LISTENING ATTENTION & UNDERSTAND ING	Listens to other people's talk with interest, but is sometimes distracted	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to more than one thing at a time	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important	Can listen out for instructions while busy with something else	Can concentrate on the person talking and ignore what is not relevant to the situation
	Listens to and begins to pay attention to the questions of others Listens within interest to new vocabulary, some of it specific to the school/setting eg 'group time', 'snack table'	Shows understanding of simple questions (through actions or words)	Shows understanding of some 'why' questions eg why do you think the caterpillar got so fat?	Understands more complicated language eg 'first' 'last' 'might' 'maybe' Shows interest in new vocabulary, including words and phrases they may not have heard at home e.g. 'line up' 'phonics'	Understands how words can describe sequences such as 'first we are going to the shop, then we will play in the park' Experiments with new and recently learnt vocabulary	Asks relevant questions and makes relevant comments in relation to what they have heard	Asks relevant questions to extend understanding and knowledge
	Follows a simple instruction eg fetch both of your yellow socks	Follows a simple two part instructions eg pick up your coat and hang it up	Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please	Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please	Begins to follow a longer list of instructions e.g. Wash your hands, then get your lunchbox and sit at the red table with Sarah and Jo	Follows a longer list of instructions in a range of contexts	Understands instructions that show the order they have to do something, and which might include time concepts
	Listens to simple stories, understands what is happening, with the help of the pictures, and talks about it Tries to join in with a range of songs and rhymes	Enjoys listening to longer stories, can remember much of what happens and talk about it Sings a repertoire of songs and rhymes	Listens to a story or information text, talks about it and answers simple questions about what they have heard Sings a large repertoire of songs	Listens to and talks about stories to build familiarity and understanding Retells deeply familiar stories, using some new vocabulary they have heard. Engages in non-fiction books and Storytime	Enjoys listening to stories, songs and rhymes and starts to make up their own Retells familiar stories using recently learnt and new vocabulary Enjoys engaging in a wide range of non-fiction books	Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some of the new knowledge and vocabulary learnt from books	Is able to use early story language when telling a story, in the correct sequence

## St Thomas More Catholic Primary School & Nursery School

### Assessment: On track/not on track using best fit for each Milestone Descriptor – Communication & Language



Sequence of learning adapted from Universally Speaking 0.5 (The Communication Trust) and Development Matters 2020. Interface with KS1 adapted from Communicating the Curriculum (The Communication Trust)

<b>Milestone 1</b>	<i>I talk with familiar adults and children. I sometimes start conversations with a trusted adult or child, using some newly learnt vocabulary, including descriptive language. I can talk about ideas that have already happened and I am beginning to listen to questions. I am interested in other people's talk but might get distracted. I can follow a simple instruction. I can listen to and talk about simple stories and I try to join in with songs and rhymes. I take part in imaginative play, some of which may be repetitive, and I sometimes use talk to organise my play. I use some social phrases to help me in my play</i>
<b>Milestone 2</b>	<i>I talk with a range of other people. I can start and take turns in a conversation with an adult or friend, using some new vocabulary that I have learnt. I understand simple questions and I can ask some of my own. I can describe what has already happened. I can follow simple two-part instructions. I can usually shift my attention when I hear my name. I can listen to and talk about stories and I can sing some songs and rhymes. I take part in a range of imaginative play and I use talk to organise my play</i>
<b>Milestone 3</b>	<i>I explain ideas and talk in short sentences about things that have happened, asking questions using words like 'what', 'where' and 'why' and sometimes answering questions about 'why' something happened. I sometimes start conversations and can take turns in talk. I add simple details in talk, drawing on existing and newly acquired vocabulary and use some words to link ideas. I pay attention to more than one thing at a time. I can follow two-part instructions quite well. I listen and respond to simple stories, and I can sing lots of songs. I enjoy imaginative play and I plan and join in with games with my friends. I like to talk to others and explore words and language. My talk is mostly accurate, but I might have some problems with irregular tenses and plurals. I have mostly clear speech and can be easily understood by others, though may have difficulties with a small number of sounds</i>
<b>Milestone 4</b>	<i>I enjoy talking with others. I am beginning to use talk to help organise my thinking, to work out problems and explain. I can describe events in some detail, and I can answer simple 'why' questions. I use some of the new words and phrases I have learnt in my talk, and I am interested in new vocabulary. I am becoming confident in using the future tense and I can understand complicated language such as 'first' 'maybe'. I can pay attention to more than one thing at a time. I can retell deeply familiar stories, I enjoy non-fiction books and taking part in Storytime. I use talk to take on different roles in a range of activities, including imaginative play</i>
<b>Milestone 5</b>	<i>I enjoy talking with others in a range of contexts and groups. I use talk to interact and negotiate with others, and to help organise and articulate my thinking, work out problems and explain. I am starting to express a viewpoint and disagree. I can connect ideas using connectives e.g. 'or' 'because'. I have learnt and enjoy experimenting with new words and phrases. I understand how words can describe sequences and I can answer questions about 'when' and 'how'. I can listen carefully and know why listening is important. I am beginning to follow a longer list of instructions. I enjoy listening to stories, songs and rhymes and can make up some of my own. I enjoy a wide range of non-fiction books, and can retell familiar stories using recently learnt and new vocabulary, and I explore the meaning of words, including those found in a range of books</i>
<b>Milestone 6</b>	<i>I enjoy talking with others in a wide range of contexts and groups, taking turns in extended conversations. I can use talk to help me form friendships with others and I join in with group conversations and games. I can articulate my thinking in well-formed sentences, and I use talk to interact and negotiate, and to help work out problems. I engage in sustained conversations and I can express a point of view, debate and disagree with an adult or friend. I can ask relevant question to find out more and to check understanding and make relevant comments. I can use the future and past tense mostly consistently. I follow a full list of instructions and I can listen out while I am busy. I continue to learn and use more words and I ask what new words mean. I can re-tell short stories, in the right order, with some exact repetition and some of my own words, and I talk about the new knowledge and vocabulary I have learnt from books. Though mainly accurate, I might make some mistakes including pronunciation of a few sounds, and some multi-syllabic words e.g. planetarium, hippopotamus</i>

## St Thomas More Catholic Primary School & Nursery: Progression in Learning Framework - Personal, Social & Emotional Development



### EYFS Statutory Educational Programme. The curriculum needs to include

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.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>Know how to keep healthy and look after their bodies</i></li> <li>• <i>Can name feelings and emotions</i></li> <li>• <i>Knows how to manage emotions</i></li> <li>• <i>Know about goals and how to set them</i></li> <li>• <i>Know how to form friendships</i></li> </ul>	<p><i>Communicate feelings and emotions form relationships with others, co-operate, negotiate, listen, explain, set simple goals, persist, wait, focus attention, manage own personal needs, able to self-regulate</i></p>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly</b></li> <li>• <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate</b></li> <li>• <b>Give focussed 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</b></li> </ul>	<p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</b></li> <li>• <b>Explain the reasons for rules, know right from wrong and try to behave accordingly</b></li> <li>• <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</b></li> </ul>	<p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Work and play cooperatively and take turns with others</b></li> <li>• <b>Form positive attachments to adults and friendships with peers</b></li> <li>• <b>Show sensitivity to their own and others' needs</b></li> </ul>

**PSED Progression in Learning - Small steps Nursery to KS1**

	Nursery			Reception			Interface with KS1
<b>Self Regulation</b>	Expresses self aware emotions eg pride, embarrassment, and a wide range of other feelings	Expresses a wide range of feelings in their interactions with others	Expresses a wide range of feelings including excitement, anxiety, guilt and self-doubt  Can sometimes say what has made them feel that way	Can identify a wide range of emotions – cross, worried, calm etc  Can say what has made them feel that way	Can talk about what helps them feel happy/calm/relaxed, when they feel sad/angry/worried  Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Can understand their own feelings  Can identify some ways to distract self and self-regulate emotions, with some adult support eg holding back, sharing, negotiation and compromise	Shows independence in identifying and talking about emotions and can self-regulate most of the time
	Recognises feelings and is beginning to understand they can manage these e.g. alerting an adult	Is sometimes able to manage feelings appropriately with support.	Is sometimes able to manage feelings appropriately without adult support	Can identify when someone is doing something that makes them uncomfortable and is beginning to communicate this	Begins to set own boundaries	Can set own boundaries and is mostly able to respect the boundaries of others	Respects the boundaries, wishes and feelings of others
	Is beginning to be able to move away from chosen activity with adult support  Is beginning to take part in adult led practical challenges (1:1 /small group) for a few minutes	Can sometimes move away from chosen activity, with some adult support  Takes part in adult led practical challenges (1:1 / small group) for a few minutes	Is able to move away from chosen activity with some adult support  Is beginning to take part in adult led practical challenges in a small group	Is able to take part in adult led practical challenges in a small group	Is able to give focused attention in adult led group challenges which involve some recording of learning, sometimes asking for help as needed	Is able to give focused attention in adult led sessions  Is able to direct attention as necessary in a range of contexts	Works in more extended adult led, whole class sessions, as well as in small groups
	Is beginning to recognise some feelings in others	Is beginning to understand how others might be feeling	Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants	Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed	Can recognise when and how they need to respond to a friend, showing sensitivity when needed	Thinks about the perspective of others  Understands others' feelings, offering empathy and comfort	Thinks about and is able to talk about the perspective and feelings of others
	Can seek support from a trusted adult	Can explain what they do and don't like doing	Can identify what they need help with and seek support from an adult or another child	Can explain what they are good at and what they need to get better at	Can understand how they can improve	Has a positive sense of self and sees themselves as a valuable individual	Has respect for self
	Listens to others with interest, sometimes distracted by other things	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to more than one thing at a time	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important	Can listen out for instructions while busy with something else	Can concentrate on the person talking and ignore background noises etc, not

					Can usually respond appropriately even when busy	Can respond appropriately even when busy with something else	relevant to the situation
	Follows a simple instruction eg fetch your coat	Follows a simple two part instructions eg pick up your coat and hang it up	Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please	Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please	Begins to follow a longer list of instructions e.g. Wash your hands, get your lunchbox and sit at the red table with Sarah	Follows a longer list of instructions in a range of contexts	Understands instructions that show the order they have to do something, and which might include time concepts
Managing Self	Is confident in accessing a range of familiar resources independently  Is becoming aware of their own unique abilities	Confidently accesses favourite resources and experiments with new learning, sometimes with adult support  Enjoys a sense of belonging by being involved in daily tasks	Selects and uses a range of resources independently  Shows confidence and self esteem through being outgoing towards people, taking risks and trying new things/social situations	Is confident in selecting from a wide range of activities and resources, usually independently  Is willing to try new challenges	Seeks out opportunities to try new things  Has a clear idea about what they want to do and how they want to go about it	Knows what they need to carry out their intended activity  Can describe their competencies, what they are getting better at, describing themselves in positive but realistic terms	Chooses and uses appropriate resources to support learning  Works independently
	Shows some satisfaction in what they have achieved through body language or talk	Is beginning to understand and work towards a simple goal and shows an awareness when this is achieved	Understands and works towards a simple goal and celebrates its accomplishment	Is developing resilience, trying to do something difficult which they want to achieve	Persists and perseveres to reach their intended goal  Is usually able to wait for what they want	Shows persistence, perseverance and resilience in the face of challenge  Is able to wait for what they want	Perseveres in a range of self-chosen and directed task and shows resilience
	Is beginning to understand right and wrong in the setting, with adult modelling	Can understand any negative behaviour choices they have made	Can increasingly follow rules independently Usually knows what is right and wrong	Is aware of, and follows, rules in the new setting, and knows why rules need to be followed	Knows what is right and what is wrong and usually behaves accordingly	Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Follows rules; knows right from wrong, behaving accordingly
	Knows when they are tired, hungry  Can attend to toileting and handwashing needs with adult help	Can usually tell adults when they are tired, hungry  Can attend to toileting and handwashing needs, sometimes with adult help	Can tell adults when hungry, full up or tired, or when they want to sleep, rest or play  Can usually attend to own toileting needs  Can wash and dry hands effectively and understands why this is important	Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs	Usually accepts having to wait for a short time for needs to be met	Expresses personal needs  Can accept having to wait a short time for needs to be met  Has established a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important	Confidently expresses own needs and accepts delay for needs to be met

	Is beginning to dress self with adult help	Dresses self rarely needing adult help.	Dresses self eg puts own coat on, pulls up own trousers, pulls up fastened zipper	Dresses self Pays regard to the order clothes need to be put on. Can change from shoes into wellingtons with support.	Has some understanding of how to dress for the weather e.g. gloves in winter, no jumper in summer. Can change from shoes into wellingtons independently.	Dresses independently Supports friends to dress if they need help e.g. in role play	Dresses self to suit the environment and situation
	Enjoys a range of familiar foods	Enjoys a range of familiar foods and is willing to try some new foods	Has begun to understand that some foods are especially good for them eg fruit, milk	Expresses likes and dislikes in food  Is beginning to understand that some foods are less healthy than others, but can be eaten in moderation	Eats a healthy range of foodstuffs and understands the need for variety in food  Understands that some foods are less healthy than others but can be eaten in moderation	Understands the importance of making healthy food choice in their diet	Understands what a 'balanced diet' is
Relationships	Shows an interest in other children and adults and seeks out others to share experiences	Can play alongside a friend, sharing experiences  Seeks companionship from adults and other children  Asks a trusted adult for help where there is a conflict	Can play in a pair/three, extending play ideas and shared experiences  Looks to a supportive adult for help in resolving conflicts with peers  Shows kindness to others having experienced this themselves	Can work in a pair or three to solve a problem with some adult support  Is able to resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations	Can solve problems co-operatively, resolving most conflicts themselves  Has developed some appropriate ways of being assertive  Is developing skills of negotiation and compromise, with some support	Uses what they have learnt about social interactions from close adults, in play and in relationships with others  Can determine when a situation requires adult intervention	Builds a wide range of constructive and respectful relationships with others
	Is starting to understand they may need to wait their turn, using props to support them	Understands they may need to wait their turn, using props to support if needed	Understands they may need to wait their turn and is beginning to anticipate when this is	Understands they may need to wait their turn and can anticipate this, including in group time	Watches the person who is speaking and knows when it is their turn to speak	Takes turns with others in conversation in a range of contexts	Takes turn to support working well in a team
	Is beginning to recognise their friends' needs and ideas.	Often recognises their friends' needs and shows some consideration of these	Shows increasing consideration of other peoples' needs and increased impulse control	Is beginning to show sensitivity to the needs of others and adjust their response	Shows sensitivity to the needs of others and is increasingly flexible and co-operative	Shows sensitivity to the needs of others, beyond own friendship group  Has developed friendships with other children, helping them to understand different points of view and to	Respects and responds to the needs of others

challenge their own and others' thinking

**St Thomas More Catholic Primary School & Nursery School**

**Assessment: On track/not on track using best fit for each Milestone Descriptor – Personal, Social & Emotional Development**



<b>Milestone 1</b>	<i>I express a wide range of emotions and can recognise some feelings in others. I recognise 'uncomfortable' feelings and I am starting to manage these. I am beginning to take part in adult led practical challenges for a few minutes. I am starting to move away from chosen activities, with adult support. I get help from a trusted adult when I need it. I am interested in listening to others but might get distracted. I can follow a simple instruction. I am confident in accessing familiar resources independently and I show some satisfaction in what I have achieved. I am becoming aware of my own unique abilities. I am beginning to understand right and wrong. I know when I am tired or hungry, I enjoy a range of familiar foods and feed myself independently. With adult help I go to the toilet and wash my hands and I am beginning to dress myself. I am interested in others and seek to share experiences. I am beginning to recognise my friends' needs, ideas and perspectives. I am starting to understand I may need to wait my turn for things.</i>
<b>Milestone 2</b>	<i>I express a wide range of feelings in my interactions with others and I am beginning to understand how my friends might be feeling and what their needs are. I am starting to manage 'uncomfortable' feelings appropriately. I take part in adult led practical challenges for a few minutes. I can sometimes move away from chosen activity, with some adult support. I can say what I like and don't like doing. When I hear my name, I can usually shift my attention. I follow simple two-part instructions. I access favourite resources and I experiment with new ones, sometimes with adult support. I am beginning to work towards a simple goal, and I know when I achieve it. I enjoy a sense of belonging by being involved in daily tasks. I understand any negative behaviour choices I have made. I can usually tell adults when I am tired or hungry. I enjoy a range of familiar foods and will try some new ones. With help, I can go to the toilet, wash my hands and dress myself. I can play alongside a friend, sharing experiences and I seek companionship from others. I ask a trusted adult for help if there is a conflict. I understand I might need to wait my turn for things.</i>
<b>Milestone 3</b>	<i>I express a wide range of feelings and can sometimes say what has made me feel that way. I sometimes know how others are feeling and can sometimes respond to their needs. I sometimes manage 'uncomfortable' feelings appropriately. I move away from a chosen activity with some adult support. I am starting to take part in adult led practical challenges in a small group. I identify and seek support when I need help. I am starting to pay attention to more than one thing at once. I follow two-part instructions reasonably well. I select and use resources independently. I am out-going towards people, taking risks and trying new things/situations. I can work towards a simple goal and celebrate my success. I often follow rules independently and I usually know what is right and wrong. I can express my need for food or rest. I can go to the toilet and wash my hands, usually independently. I dress myself with help from an adult with tricky fastenings etc. I am starting to know that some foods are especially good for me. I play in a pair/three, developing ideas and sharing experiences. I can sometimes resolve conflicts but will ask an adult if I need support. I know I might need to wait my turn and I am beginning to anticipate when this is. I show some consideration for others, and have increased impulse control</i>
<b>Milestone 4</b>	<i>I can identify a wide range of emotions and can say why I feel that way. I know when someone makes me feels uncomfortable and I am beginning to be able to communicate this. I take part in adult led practical tasks in a small group. I can explain what I am good at and what I need to improve. I can pay attention to more than one thing at a time. I can follow two-part instructions. I can select from a wide range of activities and resources, and I try new challenges. I am developing resilience. I am aware of, understand and follow rules. I talk about personal needs and wants with an adult. I use the toilet and wash my hands independently, and dress myself. I express my food likes/dislikes and I am beginning to understand that some foods are less healthy than others. I can work in a pair/ three to solve a problem with some adult support. I can usually resolve conflicts by myself, returning to the secure base of a familiar adult if needed. I understand I may need to wait my turn and can anticipate this, including in group time. I am beginning to know when and how to respond to a friend, showing sensitivity and adjusting my response as needed</i>
<b>Milestone 5</b>	<i>I talk about what helps me feel happy/calm/relaxed when I feel sad/angry/worried. I am more able to manage my feelings and tolerate situations in which my wishes cannot be met. I know when and how to respond to a friend, showing sensitivity to the needs of others and I am increasingly flexible and co-operative. I am beginning to set my own boundaries. I focus attention in adult led groups. I understand how I can improve. I know how to listen carefully and why this is important. I usually</i>

	<i>respond appropriately even when I am busy. I am starting to follow a longer list of instructions. I try new things; I have a clear idea about what I want to do and how I want to go about it. I have growing confidence in my abilities. I persist and persevere to reach my goals. I can usually wait for what I want or need. I know what is right and wrong and I usually behave accordingly. I have some understanding of dressing for the weather. I understand the need for variety in my diet and that some foods are less healthy than others but can be eaten in moderation. I solve problems co-operatively, resolving most conflicts myself. I have developed some appropriate ways of being assertive and I am developing skills of negotiation and compromise with some support. In a conversation, I watch the person speaking and know when it is my turn to speak</i>
<b>Milestone 6</b>	<i>I understand my own feelings. I can identify some ways to self-regulate emotions, with some adult support eg holding back, sharing, negotiating and compromising. I think about the perspective and feelings of others and show sensitivity, empathy and comfort, to those within and beyond my friendship group. I have developed constructive, respectful relationships with others, and friendships which help me to understand different points of view and which challenge my thinking. I can set my own boundaries and mostly respect the boundaries of others. I am able to focus my attention in adult led sessions and I can direct my attention as necessary in a range of contexts. I can listen out for instructions while busy and respond appropriately. I can follow a long list of instructions in a range of contexts. I know what I need to carry out my activities. I can describe my competencies, and what I am getting better at' and I talk about myself in positive but realistic terms. I show persistence, perseverance and resilience in the face of challenge. I can wait for what I want or need. I am aware of behavioural expectations and sensitive to ideas of justice and fairness. I dress independently and support my friends to dress if they need help. I understand the importance of making healthy food choice in my diet. I am independent and can determine when I need adult intervention. I take turns with others in conversation in a range of contexts</i>

## St Thomas More RC Primary School Progression in Learning Framework - Physical Development

### EYFS Statutory Educational Programme. The curriculum needs to include:

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 **practise of using small tools**, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <i>Know how to use tools and implements safely</i></li> <li>• <i>Know the effects of exercise and an active and healthy lifestyle on their bodies</i></li> <li>• <i>Knowledge about how games and playing games works, including rules</i></li> <li>• <i>Knows how to negotiate space</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ability to use large resources with proficiency, control and confidence.</i></li> <li>• <i>Good fine motor skills evidenced by the ability to use a range of small tools and implements with proficiency, control and confidence.</i></li> <li>• <i>Core strength, co-ordination, agility, positional and spatial awareness</i></li> </ul>

### Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to correct their mistakes themselves.</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal</li> <li>• Check how well they are doing</li> <li>• Solve real problems</li> </ul>

#### ELG: Gross Motor Skills

Children at the expected level of development will:

- **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**

#### ELG: Fine Motor Skills

Children at the expected level of development will:

- **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases**
- **Use a range of small tools, including scissors, paint brushes and cutlery**
- **Begin to show accuracy and care when drawing**

### Physical Development Progression in Learning small steps Nursery to KS1

	Nursery			Reception			Interface with KS1
<b>Throwing &amp; Catching</b>	Catches a large ball from close distance  Throws a large ball with two hands	Catches a beanbag from a close distance  Throws a small ball with one hand	Catches a small ball from a close distance  Throws a beanbag overarm or underarm	Catches larger items from further away  Throws large balls, frisbees, quoits	Catches smaller items from further away  Throws a ball at a target	Catches a range of items from a distance  Throws a ball at a target with accuracy	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others  They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations  Pupils should be taught to: master basic movements including running,
<b>Moving the Body with increasing Control</b>	Is active and enjoys moving body  Walks on a full foot  Tries to complete movements with adult support - sit, stand, walk, run, climb, crawl, slide, spin, push, pull, rock, roll  <b>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</b>  Scissors - snip  Threading large beads and large lace  Fist grip  Tools: tongs, turkey basters, rolling pin,	Is developing the strength and skill to walk, run, crawl, climb, slide, spin, push, pull, rock, roll  Is beginning to hop and skip  Jumps with two feet  Can 'go' and 'stop'  Stands very still with a quoit on head  Moves safely on different surfaces  Sits on a scooter board and pushes along  <b>Uses a range of smaller implements with developing control</b>  Scissors – move forward  Threading with smaller laces	Completes some movements – walking, running, crawling, climbing sliding, spinning, pushing, pulling, rocking, rolling - safely and with confidence  Uses stairs, steps or climbing equipment using alternate feet  Balances on one foot at a time  Walks along a painted line  Balances bean bag on head  Makes large-muscle movements to wave flags and streamers, paint and make marks  Rides a balance bike lifting feet  Rides a 3 wheel scooter moving one leg to push  <b>Uses smaller objects and implements in play</b>	Walks, runs, slides, spins, crawls, climbs, pushes, pulls, rocks, rolls with competence and safety, and a sense of space  Makes movements that cross midline of body  Explores body movements using climbing and balancing apparatus  Bunny hops  Balances on a bench/plank (wide enough for feet to be together)  Walks with quoit balanced on head/hand  Rides a bike with stabilisers  Rides a 2-wheel scooter, pushing and resting foot on the board	Joins different body movements together e.g. a run and a jump  Hops  Explores different types of movement e.g. Big and Small, High and Low, Up to and Away from  Is beginning to pull self-up when using climbing equipment. Climbs going up forwards and down backwards  Negotiates obstacles whilst balancing quoit on head/hand/  Walks along a narrow plank/bench, one foot in front of the other  Plays chasing games with friends  Rides a bike with stabiliser, changing direction and stopping with control Uses a scooter board, stopping, starting and changing direction with control	Demonstrates overall body strength, co-ordination, balance and agility to move in a range of ways  Moves arms in opposite direction to each other  Jumps and lands safely from a height the same as self  Teddy rolls  Pulls self-up using arms  Uses balancing and climbing apparatus to move under, over, through and around  Skips confidently  Joins different types of body movement: Big and Small, High and Low, Up to and away from, Wide and narrow  Use core muscle strength to achieve good posture when sitting at a table/on the floor  Rides a bike without stabilisers, stopping with control. Uses a scooter board creatively in a game/challenge	

	<p>patterned rollers, grasp, grip, bash,</p> <p>Trousers up and down</p> <p>Begin getting coats on</p>	<p>Tools – shape cutters, poke, squash. Buckets spades, sand wheels</p> <p>Unsupported coat on over the head</p>	<p>with increasing accuracy and control</p> <p>Manipulates a range of tools and equipment in one hand including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Scissors – cut along a line</p> <p>Threading with small objects.</p> <p>Tools – transferring from one container to another funnels, spoons, dust pan and brush</p> <p>Cardigan on and off</p>	<p>Uses smaller objects and implements in play with increasing accuracy and for the intended purpose</p> <p>Scissors – use scissors to cup out a shape</p> <p>Threading with everyday chosen small objects</p> <p>Using fork to feed selves</p> <p>Chunky Tweezers</p> <p>Buttons</p> <p>Own shoes on and off independently</p>	<p>Uses a range of small tools eg pens, pencils scissors, paint brushes and cutlery, with confidence</p> <p>Uses a tripod grip with greater frequency</p> <p>Master use of scissors</p> <p>Weaving large materials</p> <p>Small tools in sand</p> <p>Begin using knife and fork</p> <p>Fine tweezers</p> <p>Zip</p>	<p>Uses a range of small tools, eg pens, pencils, scissors, paint brushes and cutlery with the correct grip</p> <p>Shows a preference for a dominant hand</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Scissors – thicker materials</p> <p>Weaving – smaller materials and sewing</p> <p>Tripod grip</p> <p>Using knife and fork</p> <p>Poppers</p>	<p>jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>
Understanding and using space	Shows familiarity with different spaces across the learning environment	<p>Can find a space and move to a new space when asked</p> <p>Can make a statue and be very still</p> <p>Can place an item in a space</p>	<p>Can stop in a space and move safely in big spaces and small spaces</p> <p>Can put several things back in the space that they came from</p>	<p>Can move in and out of spaces safely during play by changing direction or speed</p> <p>Understands position of body parts in relation to each other and how much force is required for different tasks</p>	<p>Can move in different directions, forwards and backwards</p> <p>Can move on and off and in and out of obstacles safely</p> <p>Experiments with different types of body movement: Big and Small High and Low, both inside and outside</p>	<p>Understands direction, distance and location</p> <p>Can move in different directions, forwards and backwards, up and down and from side to side</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>Can move along and across planks, benches and beams</p> <p>Can spin and whirl</p> <p>Can throw or kick in a straight line at a target e.g. kick a ball into a net</p>	

						Can collaborate with others to manage large items, eg moving a long plank safely	
Expression in movement	Responds to many forms of music by moving the body in different ways, showing pleasure in movement	Can clap hands and stamp feet  Joins in with ring games, songs and rhymes	Can move quickly or slowly depending on the type of music being played  Can tap in time to simple a rhythm	Can tap or clap to simple repeated rhythms  Can move strongly or lightly  Attempts to join a range of different movements together	Has a sense of steady beat when moving own body  Can play, clap, pat, and step to a steady beat in songs and nursery rhymes in fast and slow tempos  Can create a short movement phrase which demonstrates own ideas	Can change the style of movement in response to what is heard  Moves with ease and fluency  Practices, revises and refines expression in movement  Explores beat through using movement, body percussion and instruments  Is beginning to express feelings eg angry, excited in response to music	

## St Thomas More Catholic Primary School & Nursery School

### Assessment: On track/not on track using best fit for each Milestone Descriptor – Physical Development



<b>Milestone 1</b>	<i>I am physically active and show pleasure in movement. I walk on a full foot and attempt a range of different types of movement, with adult encouragement. My gross motor skills are developing, and I can throw a ball with two hands and sometimes catch a ball from a close distance. I am learning to balance using wheeled toys. I show familiarity with the spaces I use at home and in a setting. I have experienced lots of different types of music and sound and respond to music when it is played. I explore a range of smaller objects to develop hand/eye coordination showing increasing control</i>
<b>Milestone 2</b>	<i>I am developing the strength and skill to move in many different ways. I can stop when I need to, stand very still and I experiment with clapping, stamping, hopping, skipping and jumping. My hand/eye co-ordination and fine and gross motor skills are developing as expected so that I can use implements with increasing control. I can throw and catch from a short distance, place several items in a specific place and find a space. I respond to music and join in with ring games.</i>
<b>Milestone 3</b>	<i>My understanding of space means that I can move safely, I can stop when I need to and put things back where they came from. I experiment with throwing underarm and overarm and can catch with two hands. I move with confidence in a range of different ways, including using stairs, or climbing equipment with alternate feet. My balance continues to improve, and I can stand on one foot at a time and ride a balance bike lifting my feet to scoot along. I can make large-muscle movements to wave flags and streamers, paint and make marks with a range of implements. I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand eg paintbrushes, scissors. When listening to music I can move quickly or slowly depending on the type of music being played and tap in time to simple a rhythm.</i>
<b>Milestone 4</b>	<i>I can move my body in different ways with competence and safety, changing direction and showing a good sense of space. I use different balancing and climbing equipment with improving agility. I can make movements that cross my mid-line and I can throw, kick and catch with increasing accuracy. I use implements with increasing control and for an intended purpose. I know how much force to use to achieve large and fine movements. When responding to music I can tap or clap to simple repeated rhythms, move strongly or lightly and attempt to join a range of different movements together.</i>
<b>Milestone 5</b>	<i>I can throw or kick a ball at a target and catch smaller items from further away. I enjoy being active and I am starting to join different movements together. I have the strength to pull myself up and I can climb going up forwards and down backwards. I can walk along a narrow bench and negotiate obstacles whilst balancing an object on my hand or my head. I enjoy chasing games and can move on and off and in and out of obstacles safely. I experiment with movement, both inside and outside. I can ride a bike with a stabiliser, changing direction and stopping with control. I can use a range of small tools, including pens, pencils, scissors, paint brushes and cutlery with confidence and increasing accuracy, and I often use a tripod grip. I have a sense of steady beat when moving my body and I can play, clap, pat, and step to the beat in songs and nursery rhymes in fast and slow tempos. When responding to music, I create a short movement phrase which demonstrates my own ideas</i>
<b>Milestone 6</b>	<i>I negotiate space and obstacles safely, considering my own and others safety and adapting movements to reduce risk. I can collaborate with others to manage large items, such as moving a long plank safely. I demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can jump and land safely and have good core stability to support balance and posture. I can use balancing and climbing apparatus to move under, over, through and around. I am able to throw, kick and catch with accuracy. In fine motor movements I can hold a pencil effectively, using the tripod grip in almost all cases. I show a preference for a dominant hand. I can select and use a range of small tools, including scissors, paint brushes and cutlery safely and begin to show accuracy and care when drawing. I practice, revise and refine expression in movement when responding to music and move with fluency. I can change the style of my movements in response to what I hear, and to express different feelings. I show an understanding of beat when using movement, body percussion and instruments</i>

**St Thomas More RC Primary School Curriculum and Progression: LITERACY**



**EYFS Statutory Educational Programme. The curriculum needs to include:**

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)

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <b>Knowledge of letter names and sounds</b></li> <li>• <b>Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction</b></li> <li>• <b>Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters)</b></li> <li>• <b>Knowledge of writing for different purposes and audiences</b></li> <li>• <b>Knowledge of terms for writing e.g. space, full stop, capital letter</b></li> </ul>	<p><b>Comprehension of language – spoken and written; recognising rhyme, repetition, alliteration; oral blending and segmenting; fluency in reading; decoding; fine motor skills for writing; composition; transcription’ re-reading for meaning</b></p>

**Characteristics of Effective Learning that are relevant**

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Respond to new experiences that you bring to their attention</li> <li>• Apply learning to different contexts through their play and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal and check how well they are doing</li> <li>• Know more, so feel confident about coming up with ideas</li> <li>• Make more links between those ideas</li> <li>• Concentrate on achieving something important to them</li> <li>• Begin to predict sequences and patterns</li> <li>• Use pretend play to think beyond the ‘here and now’ and to understand another perspective</li> </ul>
<p><b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></li> <li>• <b>Anticipate – where appropriate, key events in stories</b></li> <li>• <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</b></li> </ul>	<p><b>ELG: Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound blending</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b></li> </ul>	<p><b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Write recognisable letters, most of which are correctly formed</b></li> <li>• <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></li> <li>• <b>Write simple phrases and sentences that can be read by others</b></li> </ul>

**Literacy Progression in Learning**

	Nursery			Reception		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Comprehension</b>	Engages in regular sharing of stories during story times, rhymes, songs and non-fiction books, offering short responses and answering simple questions using the pictures to help them understand and talk about what is happening	Engages in short conversations with adults about stories, songs, rhymes and non-fiction books including longer stories exploring new vocabulary and remembering much of what happens.	Engages in extended conversations about stories, rhymes, songs and non-fiction texts, including longer stories, exploring new vocabulary and remembering much of what happens and learning new vocabulary	Enjoys an increasing range of print and digital books, both fiction and non-fiction	Shares books, rhymes and songs with others, answering questions about 'when' and 'how'	Knows that information can be retrieved from books, computers and mobile digital devices
	Joins in with stories and poems	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Talks about events and characters in stories and suggests how a story might end	Shares books, rhymes and songs with others, answering simple 'why' questions	Describes main story settings, events and principal characters in increasing detail	Asks questions to find out more and to check understanding about what has been read
	Fills in the missing word or phrase in a known rhyme or story			Retells deeply familiar stories, using some new vocabulary they have met in books	Retells familiar stories using recently learnt vocabulary	Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary
	Begins to explore some simple vocabulary from books in their play	Explores some simple vocabulary from books in their play	Uses some vocabulary from books they have shared in their play	Uses vocabulary they have met in books, in other some contexts such as role play	Uses vocabulary they have met in books in a range of other contexts, including role play	Uses a range of new vocabulary they have met in books in a range of contexts, including role play
<b>Word Reading</b>	Begins to:  experiment with sounds and words  listen attentively, show a growing awareness and appreciation of	Explores:  experimenting with sounds and words  listening attentively with a growing awareness and	Is mainly secure in:  experimenting with sounds and words  listening attentively with an awareness and appreciation of	As set out in Phonics Programme	As set out in Phonics Programme	As set out in Phonics programme

	<p>rhyme, rhythm and alliteration</p> <p>distinguish between different sounds in their environment and develop awareness of the sounds in words</p> <p>Recognise the first letter of their own name.</p>	<p>appreciation of rhyme, rhythm and alliteration</p> <p>distinguishing between different sounds in words and is developing awareness of the differences between phonemes (RWI)</p> <p>Recognise environmental print</p>	<p>rhyme, rhythm and alliteration</p> <p>distinguishing between different sounds in words and developing an awareness of the differences between phonemes (RWI)</p> <p>Recognise known graphemes in the environment</p>			
<b>Phonological Awareness</b>	<p>Is beginning to develop their phonological awareness and begins to listen to and join in with rhymes</p>	<p>Can clap syllables in a word</p> <p>Is beginning to orally blend and segment</p> <p>Can recite well-known nursery rhymes</p>	<p>Can clap and count syllables in a word</p> <p>Can recognise words with the same initial sound e.g. mouth, money</p> <p>Can orally blend and segment</p>	<p>Reads aloud from simple graded books applying their knowledge of phonics and common exception words</p> <p>Can spot rhymes</p>	<p>Reads aloud from graded books applying their knowledge of phonics and common exception words</p> <p>Reads with emerging fluency</p>	<p>Reads aloud simple sentences from graded books applying their knowledge of phonics and common exception words</p> <p>Is developing fluency</p>
	<p>Enjoys listening to stories</p> <p>Knows how to hold a book and turn pages and recognise the difference between print and pictures.</p>	<p>Enjoys choosing their own books to read</p> <p>Can identify front cover, back cover and title</p>	<p>Enjoys sharing books with adults and peers</p> <p>Has an awareness of pages and words</p> <p>Understands why we have books and that print is read from left to right.</p>	<p>Is able to talk about the job of an author and an illustrator</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p>Can explain the difference between fiction and non-fiction books</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p>Re-reads books, building fluency and deepening understanding</p>
<b>Writing</b>	<p>Distinguishes between the different marks they make</p>	<p>Sometimes gives meaning to their</p>	<p>Ascribes meanings to signs, symbols and words that</p>	<p>Knows that phonemes are represented by graphemes</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet</p>	<p>Can blend and segment adjacent consonants in words apply this skill in spelling.</p>

	<p>Uses scribbles and symbols that represent letters when exploring writing</p>	<p>drawings and paintings</p> <p>Writes some symbols to represent their name.</p> <p>Uses symbols or random letters when exploring writing</p>	<p>they see in different places</p> <p>Writes letter shapes to resemble words</p> <p>Is beginning to talk about ideas they want to write about</p> <p>Uses some of their print and letter knowledge in early writing e.g. writes 'm' for mummy; writes a shopping list starting at the top of the page</p> <p>Can write some or all of their name</p> <p>Writes some letters accurately</p>	<p>Uses their knowledge to segment 19 of the common consonants and vowels to support spelling</p> <p>Writes own name</p> <p>Articulates ideas structuring them in speech, before writing, with adult support</p> <p>Begins to write phrases and simple sentences using phonic knowledge and some common exception words</p> <p>Forms some lower- and upper-case letters correctly</p> <p>Can re-read what they have written, with adult support</p>	<p>Writes full name, mainly correctly</p> <p>Articulates ideas structuring them in speech, before writing, with some adult support</p> <p>Writes simple phrases and sentences using phonic knowledge and some common exception words</p> <p>Forms lower case and capital letters, mostly correctly</p> <p>Can re-read what they have written, with some adult support</p>	<p>Writes full name correctly</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes</p> <p>Articulates ideas structuring them in speech, before writing</p> <p>Writes simple phrases and sentences using phonic knowledge and learnt common exception words, using capital letters and full stops in the right place</p> <p>Forms lower case and capital letters correctly</p> <p>Re-reads what they have written to check it makes sense</p>
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**St Thomas More RC Primary School**  
**Assessment Milestone Descriptors – Literacy**



<b>Nursery End of Autumn Milestone 1</b>	I enjoy stories, songs, rhymes and non-fiction books, using the pictures to help me understand and talk about what is happening. I join in with stories and poems; and I fill in the missing word/phrases in a known rhyme or story. I am starting to explore some simple vocabulary from books in my play. I enjoy listening to stories and I know how to hold a book and turn pages. I am beginning to experiment with sounds and words, listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration. I can distinguish between different sounds in the environment and sounds in words. I distinguish between the different marks I have made. I use scribbles and symbols that represent letters when exploring writing.
<b>Nursery End of Spring Milestone 2</b>	I engage in conversations with adults about stories, songs, rhymes, non-fiction books and longer stories including longer stories, exploring new vocabulary and remembering much of what happens, and I explore some simple vocabulary from books in my play. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I enjoy choosing books to read and I can identify the front cover, back cover and title. I am developing experimenting with sounds and words, listening attentively, a growing awareness and appreciation of rhyme, rhythm and alliteration and distinguishing between different sounds in words and an awareness of the differences between phonemes. I can spot rhymes and clap the syllables in a word. I am beginning to orally blend and segment. I sometimes give meaning to my drawings and paintings. I can write some symbols to represent my name. I use symbols or random letters when exploring writing.
<b>Nursery End of Summer Milestone 3</b>	I enjoy sharing books with adults and peers and I have extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary. I use some vocabulary from books in my play. I have an awareness of pages and words and I understand why we have books. I am mainly secure in experimenting with sounds and words, listening attentively, an awareness and appreciation of rhyme, rhythm and alliteration, speaking clearly and audibly with confidence and control, distinguishing between different sounds in words and developing an awareness of the differences between phonemes (RWI). I can clap and count syllables in a word, I can recognise words with the same initial sound eg mouth, money and I can orally blend and segment. I ascribe meanings to signs, symbols and words that I see in different places. I am beginning to talk about ideas I want to write about. I write letter shapes to resemble words. I use some of my print and letter knowledge in my early writing. I can write some or all of my name. I can write some letters accurately.
<b>Reception End of Autumn Milestone 4</b>	I enjoy an increasing range of print and digital books, both fiction and non-fiction. I share books, rhymes and songs with others, answering simple 'why' questions. I talk about events and characters in stories and I can suggest how a story might end. I use some new vocabulary I have met in books to retell deeply familiar stories and in some other contexts such as my role play. I can talk about the job of an author and an illustrator. I re-read books, building fluency and deepening understanding. I use my knowledge to segment the common consonants and vowels I know to support my spelling. I can write my own name. With adult support, I articulate ideas structuring them in speech, before writing. I am beginning to write phrases and simple sentences using phonic knowledge and some common exception words, forming some lower and upper case letters correctly and, with adult support, I can re-read what I have written, to check it makes sense. I can spot rhymes.
<b>Reception End of Spring Milestone 5</b>	I share books, rhymes and songs with others, answering questions about 'when' and 'how'. I can describe main story settings, events and principal characters in increasing detail. I can explain the difference between fiction and non-fiction books. I can retell familiar stories using recently learnt vocabulary, and I can use vocabulary found in a range of texts, exploring meaning, in a range of contexts, including role play. I re-read books, building fluency and deepening understanding. I can write my full name, mainly correctly. With some adult support, I articulate ideas structuring them in speech, before writing simple phrases and sentences using phonic knowledge and some common exception words. I form lower case and capital letters, mostly correctly. I can re-read what they have written, with some adult support
<b>Reception End of Summer Milestone 6</b>	I know that information can be retrieved from books, computers and mobile digital devices. I ask questions to find out more and to check my understanding about what I have read. I can find the blurb and explain what its purpose is. I can re-tell short stories I have heard in the right order, with some exact repetition and some of my own words, and recently learnt vocabulary. I talk about some of the new knowledge and vocabulary learnt from books and use it in a range of contexts, including role play. I can write my full name correctly. I enjoy creating texts to communicate meaning for an increasingly wide range of purposes. I can articulate ideas structuring them in speech, before writing simple phrases and sentences using my phonic knowledge and learnt common exception words and using capital letters and full stops in the right place. I can re-read what I have written to check it makes sense.

**St Thomas More RC Primary School Curriculum and Progression: MATHEMATICS**



**EYFS Statutory Educational Programme. The curriculum needs to include:**

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**.

Knowledge	Skills
<ul style="list-style-type: none"> <li>• <b>Knowledge of Number – counting, cardinality, composition</b></li> <li>• <b>Knowledge of shapes and space including properties of shapes and relationships between shapes</b></li> <li>• <b>Knowledge of measure</b></li> <li>• <b>Knowledge of pattern</b></li> </ul>	<p><b>Includes:</b>  <b>counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking</b></p>

**Characteristics of Effective Learning that are relevant**

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Plan and think ahead about how they will explore or play with objects and resources</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Respond to new experiences that you bring to their attention</li> <li>• Apply learning to different contexts through their play and exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Review their progress as they try to achieve a goal</li> <li>• Check how well they are doing</li> <li>• Solve real problems</li> <li>• Know more, so feel confident about coming up with their own ideas</li> <li>• Make more links between those ideas</li> <li>• Concentrate on achieving something that's important to them</li> <li>• Begin to predict sequences and patterns</li> </ul>

**ELG: Number**

Children at the expected level of development will:

- **Have a deep understanding of number to 10, including the composition of each number**
- **Subitise (recognise quantities without counting) up to 5**
- **Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts**

**ELG: Numerical Patterns**

Children at the expected level of development will:

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

**Mathematics Progression in Learning**

	<b>Nursery</b>			<b>Reception</b>		
<b>Number</b>	Recites some numbers, not always in order	Recites numbers to 5 usually in the correct order	Recites numbers past 5  Has fun counting as far as they can go and is fascinated with large numbers	Hears and joins in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.	Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.  Understands when counting that numbers are said in a certain order  Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.	Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.  Recites numbers beyond 20, from different starting points, in the right order.  Recognises the pattern when they are counting.
	Is beginning to use number names for each item, not always correctly	Can say number names for each item in order 1,2,3	'Tags' (reliably points or touches each item), using the stable order of 1,2,3,4,5  Can count things of different sizes	Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality) Understand that anything can be counted, including actions and sounds	Can say one number for each item in order, to 20  Counts out a smaller number from a larger group, knowing when to stop Can say, with some accuracy, how many there might be, before counting (sets up to 10)	Can count, including crossing boundaries 19/20 and 29/30.  Can count things that cannot be moved, such as birds at the bird table
	Attempts to count in play but may not understand the significance of the last number in the count	Counts in play and is beginning to understand the significance of the last number in the count	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Be accurate in counting. Know that each thing must be counted once and once only and in any order. Understand the need for 1:1 correspondence.	Can link the number symbol with its cardinal value – to 10  Can sometimes recognise amounts that have been rearranged and is beginning to generalise that, if nothing has been added or taken away, then the amount is the same.	Can link the number symbol (numeral) with its cardinal number value – to 20  Can recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same.
	Can recognise groups of 1 or 2 objects without counting them individually	Can recognise up to 3 objects without counting them individually	Can quickly recognise up to 3 objects without having to count them individually	Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and	Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals	Continue to identify when sets can be subitised and when counting is necessary.

				structured, including using the Hungarian number frame. c		Develop conceptual subitising skills including when using a rekenrek.  Can quickly recognise amounts up to 5 when they are not in the 'regular' arrangement
Compares quantities –Adults model 'more than' in play	Compares quantities – 'more than' 'less than' in play	Compares quantities where amounts in the groups are <i>obviously very different</i> , - 'more than' 'fewer than' 'the same'			Focus on equal and unequal groups when comparing numbers.  Order numbers and play track games.  Can find 1 more and 1 less from a given number and is beginning to understand the '1 more than/1 less than' relationship between sequential numbers	Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2  Compare quantities and numbers, including sets of objects which have different attributes - 'more than' 'less than' 'fewer' 'the same as' 'equal to', (up to 10 objects)  Can explain the '1 more than/ 1 less than' relationship between sequential numbers within 10.
		Is beginning to understand the composition of numbers 2 and 3  Partitions sets of 2 and 3 objects		Make different arrangements of numbers within 5 and talk about what they can see. Develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers	Can partition sets of up to 10 into two groups and recombine to make the same total. Understands that subtraction is removing objects.  Understands that addition is the combining of sets of objects	Can partition sets of up to 10 into two groups and recognises that the whole number can be recombined as pairs of numbers to make the same total.  Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" "-"

	Experiments with own symbols and marks, which might include numerals	Experiments with recording quantities eg tallying, dots	Experiments with writing numbers of personal significance	Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Know which pairs make a given number within 5 Can write numbers 0-5	Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.  Understand that two equal groups can be called a 'double' and connect this to finger patterns.  Sort odd and even numbers according to their 'shape'	Can recall most number bonds to 10, including all double facts Can write numbers 0-20 Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.
<b>Fractions</b>			Can 'share' from a small quantity of objects with friends. E.g. during role-play with food.	Understands how to share an amount of objects to 6 in equal parts. Begin to develop the language of 'whole' when talking about objects which have parts.	Understands how to share a whole or a quantity of objects into equal parts. Begin to identify missing parts for numbers within 5.	Understands that halving is sharing into two equal parts  Understand that doubling is adding the same number to itself
<b>Pattern</b>	Talks about patterns in the environment with adult support  Arranges items in their own patterns	Can identify patterns around them  Extend and create ABAB patterns with shape and number	Can spot and correct an error in a ABAB pattern  Creates their own spatial patterns showing some organisation or regularity	Continue, copy and re-create repeated patterns, using shapes and numbers (ABB)  Can spot patterns in the environment, identifying the pattern 'rule'	Continue, copy and re-create repeated patterns using shapes and numbers (ABBC)  Can talk about some patterns of numbers within 10	Continue, copy and create repeating patterns, spotting errors  Can talk about patterns of numbers within 10, including odds and evens and number facts
<b>Shape</b>	Explores 2D and 3D shapes e.g. through block play, puzzles, modelling, using some shape names and related mathematical language  Selects shapes appropriately e.g. cube/cuboid for a house  Makes simple constructions	Explores 2D and 3D shapes e.g. through block play, puzzles, modelling, using a range of shape names and related mathematical language  Selects shapes appropriately e.g. square house with triangle roof	Explores and talks about 2D and 3D shapes e.g. circle, rectangle, triangle, square e.g. cube, cuboid, cylinder, cone using mathematical language e.g. sides, corners, flat, round  Chooses items based on shape so they are appropriate for specific tasks e.g. construction or junk modelling	Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'  Can recognise and describe 2D shapes: circle, rectangle, square, triangle,	Can recognise that the faces on a 3D shape often comprise of 2D shapes  Explores and describes how many corners and sides 2D shapes have  Plans to make models, selecting blocks needed and visualising what they will build	Can recognise and describe 3D shapes: cube, cuboid, cylinder, cone, sphere  Can recognise a wider range of 3D shapes, such as pyramids and triangular prisms

<b>Space</b>	<p>Uses ordinal vocabulary 'first' and 'last' in play</p> <p>Talks about the setting and where to find the things they need.</p> <p>Begins to remember their way around the environments eg knows where to find their favourite activity</p>	<p>Understands some positional language such as 'in' 'out' 'on' 'under' 'next to' 'behind' and uses some of this vocabulary</p> <p>Recalls some parts of a familiar route e.g. the walk to school, the dining hall</p>	<p>Understands and uses positional language 'in' 'out' 'on' 'under' 'next to' 'behind'</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like e.g. jigsaws</p> <p>Describes a familiar route eg in a story using simple directional language We're going on a bear hunt'</p>	<p>Is beginning to use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside'</p> <p>Describe a familiar route using directional language</p>	<p>Uses positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside'</p>	<p>Follows and gives directions</p>
<b>Measure</b>	<p>Uses big and small to compare size</p> <p>Explores 'heavy' and 'light' in play</p> <p>Explores 'full' and 'empty' in play</p> <p>Anticipates times of the day, such as mealtimes or home time</p>	<p>Uses long and short to compare length and tall and short to compare height</p> <p>Uses 'heavy' and 'light' to compare mass</p> <p>Uses 'full' and 'empty' to compare capacity</p> <p>Sequences a small number of familiar events</p>	<p>Makes simple comparisons about:</p> <ul style="list-style-type: none"> <li>• length using longer, shorter,</li> <li>• height using taller, shorter,</li> <li>• weight using , heavier, lighter</li> <li>• capacity using more/less full/empty</li> </ul> <p>Begins to respond to and use words such as 'before' 'after'</p>	<p>Can order three items by length and weight using non-standard measures, correctly using</p> <ul style="list-style-type: none"> <li>• longest, shortest,</li> <li>• heaviest, lightest</li> </ul>	<p>Can order three items by height and capacity using non-standard measures, using</p> <ul style="list-style-type: none"> <li>• tallest, shortest</li> <li>• full, empty, half full/empty</li> </ul>	<p>Uses a range of non-standard units for measuring making sensible choices depending on what is being measured e.g. cubes, wooden planks, small/large balances, spoons, buckets</p> <p>Is beginning to experience measuring time with timers and calendars</p>
	<p>Explores money in play</p>	<p>Explores money through first-hand experiences</p>	<p>Understands that items need to be paid for and can talk about what they would like to buy</p>	<p>Knows about the different ways we can pay for things</p>	<p>Recognises that there are different coins and notes</p>	<p>Can pay for items using 1p, 5p and 10p coins</p>



<p><b>Nursery End of Autumn Milestone 1</b></p>	<p>I can recite some numbers, not always in order and I am beginning to use number names for each item, not always correctly. I try to count in play but may not understand the significance of the last number in the count. I can recognise groups of 1 or 2 objects without counting them individually. I compare quantities using 'more than' in play. I experiment with symbols and marks, which might include numerals. I talk about patterns in the environment with adult support. I can arrange items in my own pattern. I explore 2D and 3D shapes using some shape names and related mathematical language, I select shapes appropriately to use in my learning and I combine shapes to make pictures and simple constructions. I use ordinal vocabulary 'first' and 'last' in play. I talk about setting and where to find the things I need. I can remember my way around the environment and know where to find my favourite activities. I use 'big' and 'small' to compare size. I explore 'heavy' and 'light' and 'full' and 'empty' in play. I can anticipate times of the day, such as mealtimes or home time. I explore money in play</p>
<p><b>Nursery End of Spring Milestone 2</b></p>	<p>I recite numbers to 5 usually in the correct order and I can say number names for each item in order 1,2,3. I count in play and I am beginning to understand the significant of the last number in the count. I can recognise up to 3 objects without counting them individually. I compare quantities using 'more than' and 'less than' in play. I experiment with recording quantities. I identify patterns around me and I explore 2D and 3D shapes using a range of shape names and related mathematical language. I select shapes appropriately. I understand and use some positional language and I can recall some parts of a familiar route. I use 'long' and 'short' to compare length, 'tall' and 'short' to compare height, 'heavy' and 'light' to compare mass and 'full' and 'empty' to describe capacity. I can sequence a small number of familiar events. I explore money through first hand experiences.</p>
<p><b>Nursery End of Summer Milestone 3</b></p>	<p>I recite numbers past 5 and say one number for each item in order 1-5. I have fun counting as far as I can and I am fascinated with large numbers. I 'tag' (reliably pointing to or touching each item), using the stable order 1,2,3,4,5. I count things of different sizes. I understand cardinality when counting a small set of objects. I quickly recognise up to 3 objects without counting them. I compare quantities where amounts are obviously very different, - using 'more than' 'fewer than' 'the same'. I am starting to understand the composition of numbers 2 and 3 and can partition sets of 2 and 3 objects. I experiment with writing numbers important to me. I 'share' from a small quantity of objects. I extend and create ABAB patterns with shape and number and I can spot and correct an error in an ABAB pattern. I create my own spatial patterns showing some organisation or regularity. I explore and talk about some 2D and 3D shapes using some mathematical language. I understand and use some positional language. I can predict, move and rotate objects to fit a space. I can describe a familiar route using simple directional language. I make simple comparisons about length, height, weight and capacity. I am beginning to respond to and use words such as 'before', 'after'. I understand that items need to be paid for and can talk about what I want to buy</p>
<p><b>Reception End of Autumn Milestone 4</b></p>	<p>I can hear and join in with the counting sequence and connect this to the 'staircase pattern' of counting numbers. I can see that each number is made up of one more than the previous number. I am developing my counting skills and knowledge including that the last number in the count tells us 'how many'. I understand that anything can be counted, including actions and sounds. I am accurate in counting and know that each thing must be counted once and once only in any order. I understand the need for 1:1 correspondence. I can identify when a set can be subitised and when counting is needed. I can subitise different arrangements, both structured and unstructured. I can make different arrangements of numbers withing 5 and talk about what they can see. I am developing my conceptual subitising skills. I can spot smaller numbers 'hiding' inside larger numbers. I can connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. I know which parts make a given number to 5. I can write numbers 0-5. I understand how to share an amount of objects to 6 in equal parts. I am beginning to develop the language of 'whole' when talking about objects which have parts. I can continue, copy and re-create repeated patterns, using shapes and numbers (ABB). I can spot patterns in the environment, identifying the pattern or rule.</p>
<p><b>Reception End of Spring Milestone 5</b></p>	<p>I can hear and join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. I understand when I am counting that numbers are said in a certain order. I am developing my understanding of the counting sequence and how this relates to the step pattern. When counting I can say one number for each item in order to 20. I can count out a smaller number from a larger group knowing when to stop. I can say with some accuracy how many there might be before counting up to 10. I can link the number symbol with it's cardinal value to 10. I can sometimes recognise amounts that have been rearranged and am beginning to know that if nothing has been added or taken away, then the amount is the same. I am continuing to develop my subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals.</p>

<b>Reception End of Summer Milestone 6</b>	<p>I am continuing to develop their counting skills, counting larger sets as well as counting actions and sounds. I can recite numbers beyond 20, from different starting points, in the right order. I can recognise the pattern when I am counting. I can count, including crossing boundaries 19/20 and 29/30. I can count things that cannot be moved, such as birds at the bird table. I can link the number symbol (numeral) with its cardinal number value – to 20. I can recognise amounts that have been rearranged and to generalise that, if nothing has been added or taken away, then the amount is the same. I can continue to identify when sets can be subitised and when counting is necessary. I can develop conceptual subitising skills including when using a rekenrek. I can quickly recognise amounts up to 5 when they are not in the ‘regular’ arrangement. I can continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. I can compare quantities and numbers, including sets of objects which have different attributes - ‘more than’ ‘less than’ ‘fewer’ ‘the same as’ ‘equal to’, (up to 10 objects). I can explain the ‘1 more than/ 1 less than’ relationship between sequential numbers within 10. I can partition sets of up to 10 into two groups and recognises that the whole number can be recombined as pairs of numbers to make the same total. I am beginning to explore and work out mathematical problems, using signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and “+” “-“. I can recall most number bonds to 10, including all double facts. I can write numbers 0-20 and explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. I can understand that halving is sharing into two equal parts. I understand that doubling is adding the same number to itself.</p> <p><i>I can continue, copy and create repeating patterns, spotting errors. I can talk about patterns of numbers within 10, including odds and evens and number facts. I can recognise and describe 3D shapes: cube, cuboid, cylinder, cone, sphere. I can recognise a wider range of 3D shapes, such as pyramids and triangular prisms. I can follow and give directions. I can use a range of non-standard units for measuring making sensible choices depending on what is being measured e.g. cubes, wooden planks, small/large balances, spoons, buckets. I am beginning to experience measuring time with timers and calendars. I can pay for items using 1p, 5p and 10p coins</i></p>
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**St Thomas More RC Primary School Curriculum and Progression: UNDERSTANDING THE WORLD**

**EYFS Statutory Educational Programme. The curriculum needs to include**

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.



Knowledge	Skills
<ul style="list-style-type: none"> <li>• Know about and make sense of the physical world</li> <li>• Know about and make sense of their community</li> <li>• Know a range of subject specific vocabulary</li> <li>• Know about technology and how to access it and use it for a purpose</li> <li>• Know about ecology</li> <li>• Know how things work and what they do</li> <li>• Know about the passing of time</li> <li>• Know naming and descriptive vocabulary related to understanding the world</li> <li>• Understand how to construct and deconstruct</li> </ul>	<p><i>Access fiction and non-fiction texts, poems and rhymes, listen, read, comprehend, communicate, explain, respect, be curious, make connections, try things in different ways, question, apply fine motor skills, concentrate, explore</i></p>

**Characteristics of Effective Learning that are relevant**

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Sort materials</li> <li>• Review their progress as they try to achieve a goal Check how well they are doing</li> </ul>

<p>different resources and materials</p> <ul style="list-style-type: none"> <li>• Plan and think ahead about how they will explore or play with objects</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning</li> <li>• Respond to new experiences that you bring to their attention</li> </ul>	<p>because they know routines</p> <ul style="list-style-type: none"> <li>• Show goal-directed behaviour</li> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real problems</li> <li>• Use pretend play to think beyond the 'here and now' and to understand another perspective</li> <li>• Know more, so feel confident about coming up with their own ideas</li> <li>• Make more links between those ideas</li> </ul>
<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of people around them and their roles in society</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></li> </ul>	<p><b>ELG: People, Cultures and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</b></li> <li>• <b>Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class</b></li> <li>• <b>Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps</b></li> </ul>	<p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them, making observations and drawing pictures of animals and plants</b></li> <li>• <b>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</b></li> <li>• <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</b></li> </ul>

## Understanding the World Progression in Learning

	Nursery			Reception		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<b>Past and Present</b>	Knows and understands 'today'	Can recite the days of the week  Knows and understands 'tomorrow'	Knows the seasons of the year  Understands 'yesterday'	Knows the days of the week and their order	Knows the order of the seasons	Can talk about sequences relevant to them e.g. school day; getting ready for bed
	Uses the past tense of many common verbs e.g. played, saw, ran – mainly accurately  Respond to modelling of correct speech	Can use the past tense to talk about what has already happened	Knows 'before' and 'after' as concepts  Can order familiar events	Knows 'then' and 'now' as a concept  Begins to draw on own experiences to compare what they can find out about the past with today, including from books e.g. toys, objects and experiences linked to their own life.	Uses ordering language (some of which is from books they have read) e.g. first, next, after that  Draws on own experiences to compare with what they can find out about the past, including from books	Is able to sequence stories
	Can say who they are and who they live with	Can talk about who/what is special to them e.g. nanny, dog	Can briefly talk about some members of their family	Sequences family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Explains the key differences in what family members of different ages can and can't do  Can describe some family memories	Notices and celebrate things they can do now that they could not do when they started school
	Shows an interest in occupations they know about from their own experience e.g. doctor, shop worker	Shows an interest in different occupations e.g. firefighter, police	Can talk about a wide range of occupations	Can identify the role of the emergency services in society and know how to call for help	Can identify similarities and differences in jobs  Understands wider roles in society e.g. student, volunteer, parent, retired	Can talk about their aspirations for their own role in society
	Shows an interest in fictional characters in stories and rhymes	Shows an interest in people in non-fiction texts	Comments on people and events in books read to them/in class	Begins to compare and contrast settings, events or characters from the past, that they have met in books	Compares and contrasts settings, events or characters from the past, that they have met in books	Knows some similarities and differences between the past and now, drawing on their experiences and books they have shared
	<b>People, Cultures &amp; Communities</b>	Is beginning to explore simple maps in play	Knows what a map is used for and can follow a simple route	Identifies some features on a map	Identifies a range of features on a map	Can use a map to find features in 'real life'
Knows where they live and talks about what they see at school or home		Knows they live in Coventry which is in England	Can understand simple differences between where they live and another place – using observation, discussion and books	Can understand differences between where they live and another area in the UK – using observation, discussion and books	Can identify similarities and differences between where they live and homes/schools in other countries	Can use a range of ways to find out about life in the UK compared with other countries and articulate these

		Can talk about what they see in their environment e.g. park, local shops		Can explain how life may be different for other children living elsewhere	Can compare life for children in different countries	
	In play, imitates everyday actions and events from own family and cultural background eg making and drinking tea	Is beginning to learn they have similarities and differences that connect them to, and distinguish them from, others	Remembers and talks about significant events in their own experience	Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family	Talks about past and present events in their own life and in the lives of family members	Knows that other children do not always enjoy the same things and is sensitive to this  Knows about similarities and differences between themselves and others, and among families, communities and traditions
	Knows about special events, festivals, places of worship relevant in their own life  Enjoys joining in with family customs and routines	Is beginning to understand that there are differences in what people believe  Knows about some festivals celebrated by others	Is developing positive attitudes about differences between people  Knows people in their community celebrate special days	Says what might happen on some special days e.g. Christmas, Eid  Knows about some places of worship	Shows positive attitudes about differences between people  Joins in with celebrations and recalls what happened last time on that day	Can articulate what others celebrate and understand that some special days repeat annually  Knows why religious venues are special and who goes there. . I can name some places of worship.
<b>The Natural World</b>	Uses their senses to explore the natural environment and a range of materials	Explores the natural environment and begins to identify some similarities and differences	Explores the natural environment and identifies some similarities and differences	Observes some features in the natural world and draws what is seen e.g. animals, trees	Observes some features in the natural world in a contrasting environment from where they live and draw what is seen	Explores 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
	Knows the names of some plants and animals	Can identify that things in nature change with time e.g. growing a seed	Can explain the life cycle of, for example, a butterfly  Knows the key changes to nature in each season	Can say what plants and animals need to survive  Knows that organic things decay over time e.g. compost  Is beginning to understand the effect their behaviour can have on the environment	Can talk about a range of different life cycles  Talks about the features of their own immediate environment and how environments might vary from one another	Has developed an understanding of the effect their behaviour can have on the environment
	Begins to explore and talk about different forces they can feel e.g. wind, magnets	Explores forces and uses new vocabulary to describe them  Observe changes in states of matter e.g. freezing, melting	Talks about the differences between materials and changes they notice  Explores floating and sinking	Observes and interacts with natural processes, such as a sound causing a vibration, a magnet attracting an object	Observes the natural process of light casting a shadow	Understands the effect of changing seasons on the natural world

### St Thomas More RC Primary School Assessment Milestone Descriptors – Understanding the World

<b>Nursery End of Autumn Milestone 1</b>	I understand the concept 'today'. I use past tense verbs, mainly accurately, in talk and respond to this being modelled to me. I know my name, where I live and who I live with. I am interested in the jobs of some people I know. I am interested in characters in stories and rhymes. I am beginning to explore simple maps in my play. I talk about what I see at school or home. In play, I imitate actions and events from my own family/cultural background. I enjoy joining in with family customs and routines. I know about special events, festivals, places of worship relevant in my own life. I use my senses to explore the natural environment and a range of materials around me. I know the names of some plants and animals. I am beginning to explore and talk about different forces I can feel
<b>Nursery End of Spring Milestone 2</b>	I can recite the days of the week and I understand 'tomorrow'. I use the past tense to talk about what has happened. I talk about who/what is special to me. I show interest in different jobs. I like to find out about people in non-fiction texts. I know what a map is used for and can follow a simple route. I know I live in Coventry, England. I talk about what I see in my environment. I am beginning to know that I have similarities/differences compared to others. I am beginning to understand there are differences in what people believe and some festivals. I explore the natural environment and I am beginning to identify some similarities/differences within it. I identify that things in nature change eg growing a seed. I explore and describe forces. I am beginning to understand changing states of matter eg freezing, melting
<b>End of Summer Milestone 3</b>	I know the seasons of the year. I can understand the concept of 'yesterday'. I understand 'before' and 'after'. I talk about some members of my family. I know about a wide range of jobs. I comment on people and events in books. I can identify some features on a map. I can understand simple differences between where I live and another place, using observation, discussion and books. I talk about significant events in my own experience. I am developing positive attitudes about differences between people. I know about and respect differences in people in my community and that they celebrate special days. I explore the natural environment and can identify some similarities and differences within it. I can explain a life cycle. I know the key changes to nature in each season. I talk about the differences between materials and the changes I notice. I have explored floating and sinking
<b>Reception End of Autumn Milestone 4</b>	I know the order of the days of the week and that they repeat. I know 'then' and 'now'. I am starting to use my own experiences to compare with what I find out about the past, including from books. I can sequence family members, explaining who they are. I know the role of the emergency services and how to call for help. I am starting to compare and contrast settings, events or characters from the past, including those I have met in books. I can identify a range of features on a map. I understand differences between where I live and another UK area. I can explain how life may be different for children living elsewhere. I know some of the things that make me unique. I can talk about some similarities and differences in relation to friends and family. I can say what might happen on some special days. I observe some features in the natural world and make drawings of them. I know what plants and animals need to survive and that organic things decay. I am beginning to understand my behaviour can impact on the environment. I know about natural processes, eg sound causing a vibration, a magnet attracting an object
<b>Reception End of Spring Milestone 5</b>	I know the order of the seasons and that they repeat. I use ordering language. I use my own experiences to compare with what I find out about the past. I explain key differences in what family members can/can't do. I can describe some family memories. I identify similarities/differences in jobs and I understand wider roles in society. I compare and contrast settings, events or characters from the past, that I have met in book. I use a map to find features in 'real life'. I identify similarities/differences between where I live and homes/schools in other countries and I can compare life for children in different countries. I can talk about past and present events in my life and in those of family members. I show positive attitudes about differences between people. I join in with celebrations and can recall what happened last year at that time. I can talk about the features of my immediate environment and I recognise some environments are different to the one I live in. I observe features in the natural world in a contrasting environment, drawing what I see. I can talk about some different life cycles. I know about light casting a shadow
<b>End of Summer Milestone 6</b>	I can talk about a sequence of events relevant to me. I am able to sequence stories. I can identify similarities and differences between things in the past and now, drawing on my experiences and books read in class. I notice and celebrate things I can do now that I could not do before. I talk about my aspirations. I can explain, in simple terms, the difference between human and physical features on maps. I can use a range of ways to find out about life in the UK compared with other countries and articulate these. I know that other children do not always enjoy the same things as me, and I know about similarities and differences between myself and others. I can talk about what others celebrate and understand that some special days repeat annually. I know why religious venues are special and who goes there. I can name some places of worship. I explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments. I understand the effect of changing seasons on the natural world

## Hollymoor Town Primary School & Nursery: Progression in Learning Framework - Expressive Arts & Design



### EYFS Statutory Educational Programme. The curriculum needs to include

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

Knowledge		Skills
<ul style="list-style-type: none"> <li>• <i>Artistic awareness and cultural awareness</i></li> <li>• <i>Vocabulary for resources, colours, materials, tools</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Techniques for painting, drawing, sculpting and building</i></li> <li>• <i>Names of instruments</i></li> <li>• <i>Rhythmic patterns</i></li> </ul>	Imagine Create Explore Observe Play Participate Express Communicate Interpret Appreciate Engage, Motor control - fine and gross, vestibular competence, Also – Co-operate Experiment Share Explain Sing Move
Characteristics of Effective Learning that are relevant		
<p style="text-align: center;"><b>Playing &amp; Exploring</b></p> <ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them</li> <li>• Reach for and accept objects. Make choices and explore different resources and materials</li> <li>• Plan and think ahead about how they will explore or play with objects</li> <li>• Make independent choices</li> <li>• Do things independently that they have been previously taught</li> <li>• Bring their own interests and fascinations into early years settings. This helps them to develop their learning</li> <li>• Respond to new experiences that you bring to their attention</li> </ul>	<p style="text-align: center;"><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Use a range of strategies to reach a goal they have set themselves</li> <li>• Begin to correct their mistakes themselves</li> <li>• Keep on trying when things are difficult</li> </ul>	<p style="text-align: center;"><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play</li> <li>• Sort materials</li> <li>• Review their progress as they try to achieve a goal</li> <li>• Check how well they are doing</li> <li>• Solve real problems</li> <li>• Use pretend play to think beyond the 'here and now' and to understand another perspective</li> <li>• Know more, so feel confident about coming up with their own ideas. Make more links between those ideas</li> <li>• Concentrate on achieving something that's important to them</li> <li>• They are increasingly able to control their attention and ignore distractions</li> </ul>
<p><b>ELG: Creating with Materials</b></p> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• <b>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function</b></li> <li>• <b>Share their creations, explaining the process they have used</b></li> <li>• <b>Make use of props and materials when role playing characters in narratives and stories</b></li> </ul>		<p><b>ELG: Being Imaginative and Expressive</b></p> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• <b>Invent, adapt, and recount narratives and stories with peers and their teachers</b></li> <li>• <b>Sing a range of well-known nursery rhymes and songs</b></li> <li>• <b>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music</b></li> </ul>

**Expressive Art and Design Progression in Learning small steps Nursery to KS1**

	Expressive Art and Design Progression in Learning small steps Nursery to KS1						
	Nursery			Reception			Interface with KS 1
<b>Exploring Paint</b>	Explores pre-made paint using large brushes, blocks, sponges held in the palm of the hand – working independently to develop basic skills - to create their own pieces of art	Explores paint using hands, feet, fingers, and thick brushes  Prints on varied materials inspired by the work of other artists	Can mix own paint – primary colours  Prints with a range of small shapes and notices where their work is similar/different to the art of others, beginning to self-correct any mistakes	Can mix primary colours to make secondary colours and use in own work  Uses thin paintbrushes to add details to work  Begins to self-correct any mistakes  Engages in large scale collaborative art using paint, sharing ideas with peers, and developing skills further	Uses white or black paint to add tint or shade and uses in own work  Usually uses tripod grip to hold brushes, charcoal, pastels  Creates own artwork using printing along with a range of media and materials	Colour matches to a specific colour and shade  Selects tools and materials (e.g. rollers, stamps) to use in their painting Works with others, choosing materials and media to engage in collaborative art, inspired by the work of other artists  Returns to work on another occasion to edit and improve	Colour matches, altering tint and shade  Uses a variety of brushes and tools to create different effects  Prints with a range of resources
<b>Drawing</b>	Makes marks and sometimes give meanings  Draws circles and lines  Draws from observation to create own pieces of art	Draws faces with features  Draws enclosed spaces, giving meaning  Draws from observation and, supported by an adult, adds in detail	Draws potato people (no neck or body), inspired by other artists  Draws from memory	Shows some emotions in drawings of people e.g., happy, sad  Draws from the imagination, sometimes sharing ideas and developing skills with peers	Draws simple people of an appropriate size for what they are drawing  Begins to self-correct any mistakes  Draws houses and simple landscapes	Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features)  Draws landscapes, buildings, and animals with some details	Draws portraits, detailed pictures, landscapes, buildings, and animals
<b>Sculpt &amp; Build</b>	Explores malleable materials including clay  Uses 3D and 2D structures to explore materials and/or express ideas	Makes marks in malleable materials including clay  Uses small world equipment and other resources to develop stories in pretend play	Manipulates malleable materials, including clay (roll, cut, squash) to create own designs  With adult support, works with others to construct with a range of open-ended resources to make imaginative and complex 'small worlds'	Constructs a piece, using inspiration from other artists/designers, using their own choice of media  Makes use of a variety of resources – loose part play	Works with others to create collaborative ideas, design and make something they give meaning to  With some support, negotiates with others to build models which replicate those in real life	Constructs a collaborative piece with clear intentions, discussing problems and how they might be solved as they arise, and reflecting on how they have achieved their aims	Uses a variety of techniques and shapes to sculpt
<b>Exploring Music</b>	Explores instruments from a range of cultures and times  Listens with increased attention to sounds	Explores instruments, including some tuned instruments, from a range of cultures and times and begin to name them	Uses instruments, including music apps, to experiment with making music to express their feelings and ideas	Names and explores a wide range of instruments eg chime bars, xylophones	Changes the tempo and dynamics whilst playing  Begins to create own music with others, sharing ideas with peers	Begins to write own compositions using symbols, pictures, or patterns	Changes tempo and dynamics Recognises instruments in music

	Enjoys listening to a wide range of music	Responds to music in their own way	Plays an instrument to a simple beat  Talks about how music makes them feel	Selects own instrument and plays in time to music  Understands different emotions through music	and developing skills together  Moves differently to different sounds e.g. march to a drum, creep to a maraca	Expresses their opinion about music they have heard	Composes own simple tunes Creates sound effects Writes own compositions Expresses opinion
<b>Song and Dance</b>	Knows some words when singing  Moves to music  Watches short performances	Sings familiar songs eg pop songs, songs from TV programmes, songs from home  Sings in a small group  Copies basic actions  Watches dances and performances	Sings in a group, trying to keep in time  Learns simple, short routines, sometimes working with others, copying ideas, and developing skills together  Shares likes and dislikes about performances	Sings in a group, matching pitch and following the melody  Learns short routines, beginning to match pace  Begins to replicate dances and performances	Sings calls and responds to songs, echoing phrases sung to them  Watches and talks about dance performances from different times and cultures and respond through their own creative dance moves	Sings by themselves, making pitch and following melody  Inspired by others, choreographs own dance moves, sharing ideas and developing skills with peers  Returns to work to edit and improve	Sings in tune and to the correct beat  Puts a sequence of actions together  Begins to improvise to create a simple dance
<b>Role Play</b>	Plays with familiar resources in role play  Uses simple small world resources e.g. farm, cars, dolls – sometimes working independently to develop basic skills	Uses own experiences in developing storylines in role play  Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously  Engages in small world play related to rhymes and stories	Begins to use objects to represent something else in pretend play  With support, begins to negotiate roles in play, working with others, copying ideas, and developing skills together  Plays alongside other children who are engaged in the same theme	Uses first hand experiences and learnt stories to develop storylines in role play  Enhances small world play with a range of props which can be used flexibly and which encourage imagination	Uses own experiences and learnt stories to develop storylines  Works with others to enhance small world play with a range of props used flexibly and with imagination	Works with others to engage in and develop creative role play and small world play, which sometimes develops over time	Takes part in a simple role play of a known story

## Hollymoor Primary & Nursery School



### Assessment: On track/not on track using best fit for each Milestone Descriptor – Expressive Arts & Design

<b>Milestone 1</b>	<i>I can use tools and different media to make my own pieces of art. I can draw circles and lines and, sometimes, I give meaning to these marks. I am building the hand eye coordination to use malleable materials, stack and build with objects. I like listening to, and moving to, music. I have increasing attention when watching performances. I am beginning to know some words when singing and I explore instruments. I can play independently with a range of small world resources</i>
<b>Milestone 2</b>	<i>I can explore a range of media in some depth, including printing and respond with my own ideas to the work of other artists. My drawings include some detail e.g. I can draw a face with features. I communicate the meaning of marks when using a variety of resources. I regularly engage in small world play to develop stories as part of pretend play and role play. I notice what other children and adults do, mirroring what I have observed, adding variations and doing it spontaneously. I have explored instruments and can name some. I sing familiar songs and respond to music. I sing in a small group and I can copy the actions when watching others perform. I am starting to learn about beating in time</i>
<b>Milestone 3</b>	<i>My drawings are becoming more sophisticated and I can draw from memory. I can mix primary colours, print with a range of small shapes and manipulate malleable materials, to create my own patterns and designs. I notice when my work is similar/different to the art of others. With adult support, I can work with others to make more complex 'small worlds' and role play scenarios. I can use instruments to experiment to express my feelings and ideas. I can play a simple beat and sing in a group, trying to keep in time. I can share likes and dislikes about performances. I can use objects to represent something else in pretend play. With support, I am beginning to negotiate roles in play. I play alongside other children who are engaged in the same activity.</i>
<b>Milestone 4</b>	<i>I can mix primary colours to make secondary colours and show increasing detail in my work, self-correcting any mistakes. I can draw from my imagination, sometimes sharing ideas with peers and developing skills with them on a larger scale. I can construct a piece, using inspiration from other artists/designers, using my own choice of media and loose parts. I can name and explore a wide range of instruments and play in time to music. I represent some emotions in drawings of people e.g. happy, sad and I am starting to understand different emotions through music. I can sing in a group, matching pitch and following the melody. I am beginning to replicate short routines I have seen in dances and performances. I use first-hand experiences, props and learnt stories to develop storylines in my role play and small world play</i>
<b>Milestone 5</b>	<i>I can produce my own artwork using a range of media and materials. I can add light and shade to my work. I usually use a tripod grip. I can draw simple people, houses and landscapes, self-correcting mistakes. I can work collaboratively with others to design something I can give meaning to. I can create simple music pieces with others, sometimes changing the tempo and dynamics. I can move differently to different sounds and I can talk about dance performances I have seen and respond through my own creative dance moves. I can sing calls and echo phrases sung to me. I use my own experiences and learnt stories, to develop storylines, sometimes working with others. I use my imagination to work with a range of props which are used flexibly, in my creative play</i>
<b>Milestone 6</b>	<i>I can colour match and select tools and materials to use in my painting. I can engage in collaborative art, inspired by the work of other artists. I sometimes edit and improve my work. I can draw a self-portrait, buildings, landscapes and animals, and include some detail. I can construct a collaborative piece with others, planning, discussing and reflecting on our work. I can write simple compositions using symbols, pictures, or patterns and I can express what I like and dislike about music I have heard. I can sing making pitch and following melody. Inspired by other dance artists, I can choreograph my own dance moves, sometimes working with others, and sometimes editing and improving my work. I engage with others in creative role play and small world play, which sometimes develops over time</i>