

## EYFS Curriculum Goals

Literacy		
FS0 Autumn	Reading	<ul style="list-style-type: none"> <li>To listen to songs and rhymes</li> <li>To share books with adults</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>To begin to make marks with different media</li> </ul>
FS0 Spring	Reading	<ul style="list-style-type: none"> <li>To join in with songs and rhymes</li> <li>To develop play around stories using props</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>To draw freely</li> </ul>
FS0 Summer	Reading	<ul style="list-style-type: none"> <li>To repeat words and phrases from a familiar story</li> <li>To talk about the pictures in a book</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>To add marks to drawings and tell an adult what they say</li> </ul>
FS0 Key Skill	<ul style="list-style-type: none"> <li>Can the children control a pencil when making marks?</li> </ul>	
N1 Autumn	Comprehension	<ul style="list-style-type: none"> <li>Points to pictures in stories when sharing with an adult.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Turns single pages of a book.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Holds a crayon with thumb and finger (Not fist)</li> <li>Shows preference of a dominant hand.</li> <li>Copies circular, vertical and horizontal lines</li> </ul>
N1 Spring	Comprehension	<ul style="list-style-type: none"> <li>Responds to pictures and words in books.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Enjoys sharing books with adults.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Enjoys drawing freely.</li> </ul>
N1 Summer	Comprehension	<ul style="list-style-type: none"> <li>Repeats familiar words and phrases from stories eg: 'run, run as fast as you can'.</li> <li>Asks questions about stories they have heard.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Has favourite books and seeks them out.</li> <li>Notices some print eg: First letter of their name, logos, numbers</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Copies circles and crosses</li> <li>Makes marks and gives reason for them eg: 'my name' or 'that says mummy'.</li> </ul>
N2 Autumn	Comprehension	<ul style="list-style-type: none"> <li>Explores their favourite books through activities.</li> <li>Uses familiar/repetitive story language when talking about specific books.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Begins to understand that print has meaning.</li> <li>Follows the story/text with their finger as an adult reads, turning the page when appropriate.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Write the initial sound in their name and traces the other letters accurately.</li> <li>Makes marks with more control and gives meaning to them.</li> </ul>
N2 Spring	Comprehension	<ul style="list-style-type: none"> <li>Join in with short discussions about stories.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>Begins spotting rhymes in words.</li> <li>Claps syllables in words.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>Write their name using a name card for support, most letters are recognisable.</li> <li>Attempts to write their own name on their picture.</li> </ul>
N2 Summer	Comprehension	<ul style="list-style-type: none"> <li>Engage with conversations about stories using some new vocabulary</li> </ul>

	Reading	<ul style="list-style-type: none"> <li>▪ Know the five key concepts about print <ul style="list-style-type: none"> <li>○ Print has meaning</li> <li>○ Print can have different purposes</li> <li>○ We read English from left to right and top to bottom</li> <li>○ The names of the different parts of a book (Title, Front cover, Pages, Author)</li> <li>○ Page sequencing</li> </ul> </li> <li>▪ Spot and suggest rhymes</li> <li>▪ Count syllables in words</li> <li>▪ Recognise words that have the same initial sound</li> <li>▪ <b>Blend CVC words</b></li> </ul>
	Writing	<ul style="list-style-type: none"> <li>▪ Write initial sounds using some of the phase 2 sounds</li> <li>▪ Write most/all of their name, independently (no name card)</li> <li>▪ <b>Begin segmenting the sounds in CVC words</b></li> </ul>
FS2 Autumn	Comprehension	<ul style="list-style-type: none"> <li>▪ Engage with and join in familiar stories, by saying a missing word.</li> <li>▪ Discuss the main character and setting in a story.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>▪ Blend CVC words</li> <li>▪ Read phase 2 words and short sentences (eg: I sat, The cat.)</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>▪ Segment the sounds in CVC words and attempt to form the letters.</li> <li>▪ Write phase 2 words and short sentences (eg: I sat, The cat.)</li> </ul>
FS2 Spring	Comprehension	<ul style="list-style-type: none"> <li>▪ Discuss characters, setting and key events in a story.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>▪ Read words and sentences containing some phase 3 sounds.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>▪ Write words and sentences containing some phase 3 sounds.</li> </ul>
FS2 Summer	Comprehension	<ul style="list-style-type: none"> <li>▪ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>▪ Anticipate key events in stories.</li> <li>▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>▪ Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>▪ Read words consistent with their phonic knowledge by sound-blending.</li> <li>▪ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>▪ <b>Read phase 4 books with fluency.</b></li> </ul>
	Writing	<ul style="list-style-type: none"> <li>▪ Write recognizable letters, most of which are correctly formed.</li> <li>▪ Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>▪ Write simple phrases and sentences that can be read by others.</li> <li>▪ <b>Write sentences containing phase 4 clusters and tricky words.</b></li> </ul>

Physical		
FS0 Autumn	Self-care	<ul style="list-style-type: none"> <li>▪ To eat finger foods and develop likes and dislikes</li> </ul>
	Fine/Gross Motor Skills	<ul style="list-style-type: none"> <li>▪ To begin to kick, throw and catch balls</li> <li>▪ To clap and stamp to music</li> <li>▪ To walk, run, jump, climb and start to use the stairs independently</li> </ul>

FS0 Autumn Observation Checkpoint		<ul style="list-style-type: none"> <li>Can the children run well, kick a ball and jump with both feet off the ground at the same time?</li> <li>Do any children appear underweight, overweight or have poor dental hygiene?</li> </ul>
FS0 Spring	Self-care	<ul style="list-style-type: none"> <li>To try a wider range of food with different tastes and textures</li> <li>To show an increasing desire to be independent</li> </ul>
	Fine/Gross Motor Skills	<ul style="list-style-type: none"> <li>To build independently with a range of appropriate resources</li> <li>To develop manipulation and control</li> </ul>
FS0 Summer	Self-care	<ul style="list-style-type: none"> <li>Learn to use the toilet with help and then independently</li> </ul>
	Fine/Gross Motor Skills	<ul style="list-style-type: none"> <li>To use large and small motor skills to do things independently</li> <li>To explore different materials and tools</li> <li>To sit on a push along wheel toy, use a scooter or ride a tricycle</li> </ul>
FS0 Summer Observation Checkpoint		<ul style="list-style-type: none"> <li>Can the children climb, confidently, catch a large ball and pedal a tricycle?</li> <li>Do any children find it difficult to sit comfortably on a chair?</li> </ul>
N1 Autumn	Gross Motor	<ul style="list-style-type: none"> <li>Clap and stamp to music.</li> <li>Hold and move large items eg: boxes, balls, etc.</li> <li>Begin building with blocks.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Use two hands to open and close scissors to cut playdough, clay and make snips in paper</li> <li>Tear paper with their thumb and two fingers</li> <li>Cut along a piece of paper, up to 6 inches long</li> <li>Begin to use their 'helping hand' to hold the paper while cutting.</li> <li>String four large beads.</li> </ul>
N1 Spring	Gross Motor	<ul style="list-style-type: none"> <li>Begin kicking, throwing and catching balls.</li> <li>Fit themselves into boxes, tunnels and dens.</li> <li>Walk, run, jump and climb.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Move scissors along a straight line that is 6 inches long, with some accuracy.</li> <li>Copies finger movements and hand gestures.</li> </ul>
N1 Summer	Gross Motor	<ul style="list-style-type: none"> <li>Ride a tricycle and a scooter.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Maintain correct grip of scissors once positioned by an adult.</li> <li>Build a tower of up to 10 blocks.</li> </ul>
N2 Autumn	Gross Motor	<ul style="list-style-type: none"> <li>Complete the obstacle course with adult support.</li> <li>Begin moving in different ways.</li> <li>Line up sensibly, standing up straight with arms by their side, facing the correct way.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Maintain correct grip of scissors without assistance.</li> <li>Draws houses and characters with 2/4 limbs attached to the head.</li> <li>Use a spoon independently to eat some of their food.</li> </ul>
N2 Spring	Gross Motor	<ul style="list-style-type: none"> <li>Work with others to manage large items.</li> <li>Balance along the obstacle course with minimal support.</li> <li>Paint and draw on vertical surfaces to build arm muscles.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Cut a straight line of 6 inches with great accuracy.</li> </ul>

		<ul style="list-style-type: none"> <li>Use a fork independently when eating.</li> </ul>
N2 Summer	Gross Motor	<ul style="list-style-type: none"> <li>Put on own shoes.</li> <li>Stand on one leg and hold poses.</li> <li>Hop, skip and run with skill and confidence.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Cut a curved line with good accuracy.</li> <li>Pour themselves a drink from a jug.</li> <li>Zip their own coat.</li> <li>Use a comfortable grip when holding a pencil and have good control.</li> </ul>
FS2 Autumn	Gross Motor	<ul style="list-style-type: none"> <li>Develop body strength, co-ordination and balance.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Cut out a circle with good accuracy.</li> <li>Begin using their knife when eating to cut up some of their food.</li> <li>Hold a pencil with tri-pod grip, gripping firmly to form letters.</li> </ul>
FS2 Spring	Gross Motor	<ul style="list-style-type: none"> <li>Dresses and undresses independently</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Cut out a square shape with good accuracy.</li> <li>Uses a knife and fork with some independence.</li> </ul>
FS2 Summer	Gross Motor	<ul style="list-style-type: none"> <li>Negotiates space and obstacles safely.</li> <li>Demonstrates strength, balance and coordination.</li> <li>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>Cut more complex shapes (eg: character masks with some accuracy)</li> <li>Eat independently using a knife and fork.</li> <li>Holds a pencil effectively (tripod grip)</li> <li>Uses a range of small tools with accuracy (scissors, paint brushes, cutlery)</li> </ul>

### Personal, Social and Emotional Development

FS0 Autumn	Building Relationships	<ul style="list-style-type: none"> <li>To notice and ask questions about differences</li> </ul>
	Self-Regulation	<ul style="list-style-type: none"> <li>To transition between activities calmly</li> <li>To develop self-assurance</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>To engage and achieve a goal</li> <li>To express preferences and decisions</li> </ul>
FS0 Autumn Observation Checkpoint	<ul style="list-style-type: none"> <li>Do the children start to see themselves as separate people? Do they decide what to play/ eat/ wear?</li> </ul>	
FS0 Spring	Building Relationships	<ul style="list-style-type: none"> <li>To develop friendships with other children</li> </ul>
	Self-Regulation	<ul style="list-style-type: none"> <li>To express a range of emotions</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>To play with increasing confidence on their own and with other children</li> </ul>
FS0 Spring Observation Checkpoint	<ul style="list-style-type: none"> <li>Do the children enjoy the company of other children and what to play with them?</li> </ul>	
FS0 Summer	Building Relationships	<ul style="list-style-type: none"> <li>To say please and thank you</li> </ul>

	Self-Regulation	<ul style="list-style-type: none"> <li>▪ To show 'effortful control' and begin to take turns</li> <li>▪ To talk about and manage their emotions</li> <li>▪</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ To become independent, rejecting help</li> <li>▪ To confidently explore new places</li> </ul>
FS0 Summer Observation Checkpoint		<ul style="list-style-type: none"> <li>▪ Can the children share and take turns with adult guidance?</li> <li>▪ Do any children become upset by sounds, smells or tastes and cannot be calmed?</li> <li>▪ Do any children seem worried, sad or angry a lot of the time?</li> </ul>
N1 Autumn	Self-Regulation	<ul style="list-style-type: none"> <li>▪ Finds ways to calm themselves with support from key worker.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ Eats without assistance.</li> <li>▪ Makes a choice when given up to 3 options</li> <li>▪ Manages transition at drop off.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>▪ Plays with confidence on their own or with others, when key worker is close by.</li> </ul>
N1 Spring	Self-Regulation	<ul style="list-style-type: none"> <li>▪ Expresses a range of emotions.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ Use the toilet with some independence.</li> <li>▪ Able to wait their turn for short periods of time.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>▪ Notices and asks questions about differences between themselves and their peers.</li> </ul>
N1 Summer	Self-Regulation	<ul style="list-style-type: none"> <li>▪ Begins to talk about and manage their emotions.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ Stay dry throughout the whole school day.</li> <li>▪ Uses the toilet independently.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>▪ Develop friendships with their peers.</li> <li>▪ Sometimes shares and takes turns, with adult support.</li> </ul>
N2 Autumn	Self-Regulation	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ Select and uses resources, with some help.</li> <li>▪ Carryout tasks given by adults eg: Carry the milk for snack</li> <li>▪</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>▪ Become more outgoing with unfamiliar people (new children in their class).</li> <li>▪</li> </ul>
N2 Spring	Self-Regulation	<ul style="list-style-type: none"> <li>▪ Talk about their feelings using 'happy', 'angry', 'sad', 'worried'</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ Show more confidence in new situations.</li> <li>▪ Follow rules with some support.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>▪ Play with one or more peers, extending their play.</li> </ul>
N2 Summer	Self-Regulation	<ul style="list-style-type: none"> <li>▪ Understand how others might be feeling.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ Follow rules independently and understand why it is important to do this.</li> <li>▪ Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>▪ Begin finding solutions to resolve conflict.</li> <li>▪ Engages well with pretend play by taking on roles.</li> </ul>
FS2 Autumn	Self-Regulation	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>▪ See themselves as a valuable individual.</li> <li>▪ Manage their own needs throughout the day.</li> </ul>

	Building Relationships	<ul style="list-style-type: none"> <li>Build relationships with their peers.</li> </ul>
FS2 Spring	Self-Regulation	<ul style="list-style-type: none"> <li>Express own feelings and consider the feelings of others.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>Begin to show signs of resilience when completing a challenge.</li> <li>Discuss ways in which they can support their health and wellbeing.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>Form constructive and respectful relationships with their peers.</li> </ul>
FS2 Summer	Self-Regulation	<ul style="list-style-type: none"> <li>Manage their emotions throughout the day.</li> <li>Shows an understanding of their own feelings and others and begins to regulate their emotions.</li> <li>Able to wait for what they want and control their impulses.</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>Show high levels of resilience when faced with a challenge.</li> <li>Explains the reason for rules and knows right from wrong.</li> <li>Manages their own basic hygiene and personal needs.</li> </ul>
	Building Relationships	<ul style="list-style-type: none"> <li>Resolve conflict independently using their language skills.</li> <li>Play within a small group taking turns and sharing resources.</li> <li>Forms positive attachments to adults and friendships with peers.</li> </ul>

Maths		
FS0 Autumn	Number	<ul style="list-style-type: none"> <li>To take part in number rhymes and songs</li> <li>To demonstrate counting like behaviour</li> </ul>
	Shape, pattern & measure	<ul style="list-style-type: none"> <li>To build with a range of resources</li> </ul>
FS0 Spring	Number	<ul style="list-style-type: none"> <li>To use numbers in play</li> </ul>
	Shape, pattern & measure	<ul style="list-style-type: none"> <li>To complete inset puzzles</li> <li>To begin to recognise colours</li> </ul>
FS0 Summer	Number	<ul style="list-style-type: none"> <li>To recite numbers to 3</li> <li>To compare amounts saying "lots, more, same"</li> </ul>
	Shape, pattern & measure	<ul style="list-style-type: none"> <li>To compare size and weight using gesture and language</li> </ul>
N1 Autumn	Number	<ul style="list-style-type: none"> <li>Listens to number rhymes and begins to join in.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Begins stacking blocks and cups.</li> <li>Enjoys putting objects inside others and taking them back out.</li> </ul>
N1 Spring	Number	<ul style="list-style-type: none"> <li>Begins engaging with finger rhymes with numbers by using their hand to show some numbers.</li> <li>Explores objects linked to number rhymes eg: Five Little Speckled Frogs.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Uses language of 'big' and 'small'.</li> <li>Explores inset puzzles and shape sorters.</li> </ul>
N1 Summer	Number	<ul style="list-style-type: none"> <li>Uses the language of 'lots', 'more', 'same' when talking about amounts of objects.</li> <li>Begins saying some numbers in sequence or pointing to objects to show signs of early counting.</li> <li>Counting with some confidence, skipping some numbers eg 1, 2, 4, 5</li> <li>Engages confidently with number rhymes, using their fingers to show numbers and objects to support.</li> </ul>

	Numerical Pattern	<ul style="list-style-type: none"> <li>Complete inset puzzles</li> <li>Uses language of 'bigger, smaller, high, low, tall, heavy' to compare sizes.</li> <li>Beginning to notice patterns and arrange things into patterns.</li> </ul>
N2 Autumn	Number	<ul style="list-style-type: none"> <li>Independently counts to 3.</li> <li>Counts up to 3 objects.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Beginning to understand some positional language.</li> <li>Uses shapes appropriately for pictures eg: square house with a triangle for the roof.</li> <li>Talks confidently about patterns they see.</li> </ul>
N2 Spring	Number	<ul style="list-style-type: none"> <li>Subitise to 3.</li> <li>Shows 'finger numbers' to 3.</li> <li>Counts to 3.</li> <li>Counts up to 3 objects.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Understands positional language and can move an object when asked eg: put teddy under the chair.</li> <li>Compares objects based on size, length, weight and capacity.</li> <li>Extend and create 2-step patterns</li> </ul>
N2 Summer	Number	<ul style="list-style-type: none"> <li>Count to 5.</li> <li>Counts up to 5 objects and says the amount (Cardinal principle)</li> <li>Shows 'finger numbers' to 5.</li> <li>Recognises numerals 0 to 5.</li> <li>Makes marks for numbers to 5.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Use positional language vocabulary to describe where something is.</li> <li>Combines shapes and begins to notice new shapes.</li> <li>Notices mistakes in 2-step patterns.</li> <li>Begins describing sequence of events using words like 'first', 'then', 'next'.</li> </ul>
FS2 Autumn	Number	<ul style="list-style-type: none"> <li>Writes numbers 0-5</li> <li>Counts from 0 to 5 confidently</li> <li>Beginning to subitise to 5.</li> <li>Knows 1 more and 1 less than up to 5.</li> <li>Matches numeral to cardinal value eg: number cards and dot patterns.</li> <li>Compare numbers using 'more than', 'less than', 'fewer', 'same'.</li> <li>Explores the composition of numbers to 5.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Solve simple jigsaw puzzles up to 10 pieces.</li> <li>Continue, copy and create repeating patterns.</li> </ul>
FS2 Spring	Number	<ul style="list-style-type: none"> <li>Writes numbers 0 to 10.</li> <li>Counts from 0 to 10</li> <li>Counts up to 10 objects</li> <li>Knows 1 more and 1 less than up to 10.</li> <li>Explores the composition of numbers to 10.</li> <li>Uses resources to work out number bonds to 1, 2, 3,4, 5 and 10.</li> <li>Uses number bonds to subitise some amounts to 10.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Compose and decompose shapes recognising the different shapes within shapes.</li> <li>Compare 3 objects based on length, weight and capacity.</li> </ul>

FS2 Summer	Number	<ul style="list-style-type: none"> <li>Counts beyond 20</li> <li>Beginning to count up to 20 objects.</li> <li>Can work out 1 more or 1 less than for some numbers to 20.</li> <li>Recall number bonds to 0, 1, 2, 3, 4, 5 and 10.</li> <li>Recalls double facts up to double 5.</li> <li>Explores odd and even numbers</li> <li>Shares quantities equally between groups.</li> </ul>
	Numerical Pattern	<ul style="list-style-type: none"> <li>Copies 2D pictures and 3D models, with some support.</li> <li>Makes and tests predictions linked to length, weight and capacity 'What if we pour this cupful into the jug, which will hold more?'</li> </ul>

Communication and Language		
FS0 Autumn	Listening, Attention & Understanding	<ul style="list-style-type: none"> <li>To listen to other people talk with interest</li> <li>To understand and follow simple instructions</li> <li>To focus on an activity of their own choice</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>To use single words during play.</li> <li>To use intonation, pitch and changing volume when 'talking</li> <li>To use p b m w speech sounds</li> </ul>
FS0 Autumn Observation Checkpoint	<p>Are the children beginning to put 2 or 3 words together?</p> <p>Are the children asking questions such as the names of objects and people?</p> <p>Can the children understand more words than they can say? (200-500 words)</p> <ul style="list-style-type: none"> <li>Can the children understand simple questions and instructions?</li> </ul>	
FS0 Spring	Listening, Attention & Understanding	<ul style="list-style-type: none"> <li>To listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>To identify familiar objects and properties for practitioners when they are described.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>To pronounce- l/r/w/y/s/sh/ch/dz/j/ f/th</li> <li>To develop conversation, often jumping from topic to topic</li> </ul>
FS0 Spring Observation Checkpoint	<p>Can the children use 300 words (descriptive language and time, space &amp; function vocabulary)?</p> <p>Can the children link 5 words together?</p> <p>Are the children using pronouns (me, him, she), plurals and prepositions (in, under, on)?</p> <p>Can the children shift from one task to another if an adult gets their full attention?</p>	
FS0 Summer	Listening, Attention & Understanding	<ul style="list-style-type: none"> <li>To understand and act on longer sentences</li> <li>To understand simple questions about 'who', 'what' and 'where'</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>To say how they are feeling, using words as well as actions</li> <li>To begin to say multi-syllabic words</li> </ul>



FS0 Summer Observation Checkpoint	<p>Can the children understand 3 key words?</p> <p>Can the children show that they understand action words?</p> <p>Can the children's speech be understood by an unfamiliar adult?</p>	
N1 Autumn	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Looks at the person who is talking.</li> <li>Explores toys that make sounds.</li> <li>Recognises and finds an object that someone asks for.</li> <li>Focus on an activity of their choice for 3 minutes</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Uses gestures to support communication eg: waving and pointing.</li> </ul>
N1 Spring	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Make eye contact for a short period when listening and talking.</li> <li>Recognises familiar voices.</li> <li>Listen and respond to a simple instruction.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Take turns in a conversation</li> <li>Enjoys singing</li> <li>Begins talking about their feelings.</li> </ul>
N1 Summer	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listens to instructions when engaged in their own task eg: 'it is tidy up time now'.</li> <li>Follows instructions with up to 3 key words 'Can you wash dolly's face?'.</li> <li>Listen to simple stories and understands what is happening.</li> <li>Understands simple questions eg: 'who', 'what' 'where'</li> <li>Sit and listen for up to 5 minutes.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Uses the speech sounds p, b, m, w</li> <li>Can say multi-syllabic words such as 'banana'</li> <li>Uses around 300 words a day</li> <li>Links up to 5 words together when talking 'I am going outside'.</li> </ul>
N2 Autumn	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Understands a question or instruction with one part.</li> <li>Sit and listen for up to 10 minutes.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Sings a variety of songs.</li> </ul>
N2 Spring	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Understands a question or instruction with two parts.</li> <li>Understands why questions.</li> <li>Sit and listen for up to 15 minutes.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Able to tell a long story.</li> <li>Talks in sentences of 4 to 6 words.</li> <li>Uses talk to organise some of their play.</li> <li>Begins conversations with adults and friends and continues for many turns.</li> </ul>
N2 Summer	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Sit and listen for up to 20 minutes.</li> <li>To understand why questions.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Expresses their point of view and can say when they disagree with someone.</li> <li>Uses words like 'and' 'because' to join their words.</li> <li>To say multisyllabic words.</li> </ul>

FS2 Autumn	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>▪ Begins listening carefully.</li> <li>▪ Listens to stories and engages well at story time.</li> <li>▪ Begins learning short rhymes, poems and songs.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>▪ Enjoy learning new vocabulary</li> <li>▪ Asks questions to find out more.</li> </ul>
FS2 Spring	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>▪ Listens carefully and understands why they need to listen.</li> <li>▪ Talk confidently about stories.</li> <li>▪ Learn rhymes, poems and songs.</li> <li>▪ Engage with non-fiction books.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>▪ Begins using new vocabulary through the day.</li> <li>▪ Asks questions to check their understanding.</li> <li>▪ Articulate their ideas in well-formed sentences.</li> <li>▪ Develop social phrases 'Good morning, are you ok?' 'excuse me, you are in my seat'.</li> <li>▪ Re-tell stories they have heard, in their own words.</li> </ul>
yFS2 Summer	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>▪ Listen and discuss non-fiction books to develop their understanding of new knowledge.</li> <li>▪ Listens attentively and responds to what they hear with relevant questions.</li> <li>▪ Comment on what they have heard and ask appropriate questions.</li> <li>▪ Able to hold a conversation and engage in back-and-forth exchanges.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>▪ Confidently uses new vocabulary and enjoys exploring unfamiliar vocabulary.</li> <li>▪ Uses a range of connectives to link their ideas.</li> <li>▪ Describe events in detail.</li> <li>▪ Uses talk to organise their thinking and explain how things work.</li> <li>▪ Participates in small group discussions by offering their ideas.</li> <li>▪ Explains why things may happen.</li> <li>▪ Uses full sentences to express their ideas and feelings.</li> </ul>

Understanding the World		
FS0 Autumn	Natural world	<ul style="list-style-type: none"> <li>▪ To explore materials with different properties</li> </ul>
	People, culture and communities	<ul style="list-style-type: none"> <li>▪ To name people that are important to them</li> </ul>
FS0 Key Skill	<ul style="list-style-type: none"> <li>▪ Can the children point to the correct material if given two property options?</li> </ul>	
FS0 Spring	Natural world	<ul style="list-style-type: none"> <li>▪ To explore natural material indoors and outside</li> </ul>
	People, culture and communities	<ul style="list-style-type: none"> <li>▪ To notice differences between people</li> </ul>
FS0 Key Skill	<ul style="list-style-type: none"> <li>▪ Can the children say what the weather is like?</li> </ul>	
FS0 Summer	Natural world	<ul style="list-style-type: none"> <li>▪ To explore and respond to different natural phenomenon in their setting and on trips</li> </ul>
	People, culture and communities	<ul style="list-style-type: none"> <li>▪ To make connections between the features of their families and other families</li> </ul>
FS0 Key Skill	<ul style="list-style-type: none"> <li>▪ Can the children show if they enjoy a new experience or not?</li> </ul>	
N1 Autumn	Past and Present	

	Natural World	<ul style="list-style-type: none"> <li>▪ Begins to show interest with hands on exploration activities.</li> <li>▪ Begins to explore how toys work eg: wind-up toys and pulley toys.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>▪ Can talk about their closest parent/carer.</li> <li>▪ Can make connections between their families and those of their peers.</li> </ul>
N1 Spring	Past and Present	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>▪ Uses their sense when engaged in exploration activities with natural materials.</li> <li>▪ Talks about what they can see using at least 2 key words</li> <li>▪ Explores the use of cogs and they work.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>▪ Can talk about who they live with, naming each member in their house.</li> <li>▪ Looks at similarities between their family and their peers.</li> </ul>
N1 Summer	Past and Present	
	Natural World	<ul style="list-style-type: none"> <li>▪ Explore natural materials</li> <li>▪ Explore materials with different properties</li> <li>▪ Shows some respect for living things eg: looking after a worm or woodlice they find outside.</li> <li>▪ Begins showing an understanding of looking after plants by watering them.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>▪ Can talk about their wider family (grandparents, aunties/uncles, cousins, etc)</li> <li>▪ Notices differences between people</li> </ul>
N2 Autumn	Past and Present	<ul style="list-style-type: none"> <li>▪ Starts making sense of their own life-story.</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>▪ Talks about what they can see/observe using simple sentences.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>▪ Can talk about what they have done with their family eg: at the weekend, in the holidays)</li> <li>▪ Shows an interest in different occupations.</li> </ul>
N2 Spring	Past and Present	<ul style="list-style-type: none"> <li>▪ Makes sense of their own life-story and begins making sense of their family history.</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>▪ Talks about what they can see using new vocabulary.</li> <li>▪ Can plant a seed and begin caring for it.</li> <li>▪ Aware that there are different countries in the world.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>▪ Shows an interest in their family's history.</li> <li>▪ Can say what they would like to be when they are older.</li> <li>▪ Uses role play to act out different occupations.</li> </ul>
N2 Summer	Past and Present	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>▪ Talks about what they can see using a wide range of vocabulary.</li> <li>▪ Can care for a plant and say what they need (water, sun, soil)</li> <li>▪ Begins to show an understanding of the key features of the life cycle of a plant and an animal (chicks, caterpillars)</li> <li>▪ Explores different materials and changes they notice (baking, melting)</li> <li>▪ Can talk about different countries and their differences using photos to support.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>▪ Can retell a story their parents have told them.</li> <li>▪ Asks questions about different occupations.</li> <li>▪ Uses vocabulary linked to different occupations in their play.</li> <li>▪ Can talk about differences between people</li> </ul>

FS2 Autumn	Past and Present	<ul style="list-style-type: none"> <li>Looks at images of the past and offers some comments about what they can see.</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>Starts looking at maps and asking questions about what they see.</li> <li>Talks about what they can see, hear and feel whilst outside.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>Starts talking about their immediate family eg: who they live with.</li> <li>Begins describing their family members and others who are familiar to them.</li> </ul>
FS2 Spring	Past and Present	<ul style="list-style-type: none"> <li>Talks about the past using images of familiar situations.</li> <li>Compares the past through stories they have read.</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>Enjoys looking at maps and able to spot familiar places on them.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>Talks about their family and their community.</li> <li>Enjoys sharing what they like and dislike about their community.</li> <li>Confidently names and describes people who are familiar to them (family, friends, teachers)</li> </ul>
FS2 Summer	Past and Present	<ul style="list-style-type: none"> <li>Talks about the lives of people around them</li> <li>Able to talk about similarities and differences between things in the past and now</li> <li>Uses books to understand the past.</li> </ul>
	Natural World	<ul style="list-style-type: none"> <li>Make observations of their natural world and draw pictures to show different animals and plants.</li> <li>Can discuss similarities and differences between where they live and other countries.</li> <li>Can name the four seasons and the differences between them</li> <li>Shows an understanding of changing states of matter eg: melting ice, baking.</li> </ul>
	People, Culture and Communities	<ul style="list-style-type: none"> <li>Can talk about their immediate environment using stories, non-fiction texts and maps to support.</li> <li>Aware of similarities and differences between different religious and cultural communities.</li> <li>Can talk about similarities and differences between life in England and life in other countries.</li> <li>Shows an understanding of special places eg: Mosque, Church, etc.</li> </ul>

Expressive Arts and Design		
FS0 Autumn	Creating with materials	<ul style="list-style-type: none"> <li>To start to make marks intentionally</li> <li>To explore different materials using all of their senses to investigate them</li> <li>To manipulate and play with different materials</li> </ul>
	Being imaginative and expressive	<ul style="list-style-type: none"> <li>To move and dance to music</li> <li>To explore a range of sound makers and instruments</li> </ul>
FS0 Spring	Creating with materials	<ul style="list-style-type: none"> <li>To explore paint using fingers and other parts of their bodies as well as brushes and other tools</li> <li></li> </ul>
	Being imaginative and expressive	<ul style="list-style-type: none"> <li>To express ideas and feelings through making marks and sometimes give meaning to the marks they make</li> <li>To take part in action songs</li> </ul>

		<ul style="list-style-type: none"> <li>To start to develop pretend play, pretending that one object represents another</li> </ul>
FS0 Summer	Creating with materials	<ul style="list-style-type: none"> <li>To use their imagination as they consider what they can do with different materials</li> </ul>
	Being imaginative and expressive	<ul style="list-style-type: none"> <li>To make simple models which express their ideas</li> </ul>
N1 Autumn	Creating with Materials	<ul style="list-style-type: none"> <li>Explores paint using their hands and fingers.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Beginning to join in with songs and rhymes.</li> <li>Enjoys making sounds with their voices.</li> <li>Explores a range of instruments and plays them in different ways.</li> </ul>
N1 Spring	Creating with Materials	<ul style="list-style-type: none"> <li>Show an interest in drawing and begins to give their drawings meaning.</li> <li>Makes models to express their ideas.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Joins in with well-known songs and rhymes and copies the actions.</li> </ul>
N1 Summer	Creating with Materials	<ul style="list-style-type: none"> <li>Gives meanings to the marks that they make.</li> <li>Uses their imagination to create things with different materials.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Sings songs and rhymes independently</li> <li>Develops play linked to favourite stories using props.</li> </ul>
N2 Autumn	Creating with Materials	<ul style="list-style-type: none"> <li>Explores different materials freely, developing their ideas.</li> <li>Uses drawing to represent ideas like movement and noises.</li> <li>Explores colour and colour mixing.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Engages with pretend play, using an object to represent something else.</li> <li>Responds with emotion to songs they have heard eg: smile or frown.</li> </ul>
N2 Spring	Creating with Materials	<ul style="list-style-type: none"> <li>Join different materials and explore different textures.</li> <li>Shows some emotions in their drawings eg: happy, sad, etc.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Starts developing complex stories using small world resources.</li> <li>Responds with emotion to songs they have heard by expressing their thoughts.</li> <li>Sings the pitch of a tone sung by another person.</li> </ul>
N2 Summer	Creating with Materials	<ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and adding some detail.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Enhances their small world play by using construction materials to build their own areas eg: zoo cages, a city, etc.</li> <li>Creates their own songs.</li> <li>Plays instruments with increasing control to express their feelings and ideas.</li> </ul>
FS2 Autumn	Creating with Materials	<ul style="list-style-type: none"> <li>Creates models and drawings with good detail.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Watch and talk about dances, saying if they enjoyed them or not.</li> <li>Develops a storyline in their pretend play.</li> <li>Engages with some music making and dances.</li> </ul>

FS2 Spring	Creating with Materials	<ul style="list-style-type: none"> <li>▪ Explore and use different artistic effects to express their ideas.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>▪ Listens to and moves appropriately to music expressing their feelings and responses.</li> <li>▪ Watch and talk about dances and performing art, expressing their feelings.</li> <li>▪ Sing in a group or on their own, matching some of the pitch and staying in time.</li> </ul>
FS2 Summer	Creating with Materials	<ul style="list-style-type: none"> <li>▪ Refines a variety of artistic effects to express their ideas and feelings.</li> <li>▪ Creates collaboratively, sharing ideas, resources and skills.</li> <li>▪ Safely uses a variety of materials, tools and techniques.</li> <li>▪ Share their creations, explaining the process they have used to create their model.</li> <li>▪ Make use of props and materials when role playing.</li> </ul>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>▪ Sing in a group or on their own, matching the pitch and following the melody.</li> <li>▪ Invent, adapt and recount narratives and stories.</li> <li>▪ Perform songs, rhymes, poems and stories.</li> </ul>