

# Tankersley St Peter's

## Foundation Stage Two Long Term Plan 2017-2018

Overview						
	Events/ Visits	Predictable interests	Parental involvement	Educational programmes	Assessment/ Moderation	Action Plans
Term 1a	<ul style="list-style-type: none"> <li>Starting School</li> <li>Autumn/Harvest festival</li> </ul>	<p><b>Why is it good to be me?</b> Settling in</p> <p>Myself, interests, friends, families (home, school, Church/God's), my body. (British Values)</p> <p>Autumn</p>	<p>Staggered starts – initial settling in</p> <p>Reading volunteers</p> <p><a href="#">FS 2 Lending Library-parents to run / join own children</a></p> <p><a href="#">RWInc Phonics parent/carer workshop</a></p> <p><a href="#">Maths Everywhere Parent workshop</a></p> <p>Harvest Festival</p> <p>One page profiles from home</p> <p>Wow moments and observations from home (across year).</p> <p>Parents Evening</p>	Phase 1 /begin RWI	<p>Check Nursery EMAG Assessments</p> <p>Reception Baseline-data evaluation</p> <p>Set up tracking grids</p> <p>Analysis</p> <p>Target setting</p> <p>Intervention groups</p> <p>Areas of learning practitioner moderations</p> <p>Attend Network meetings/ EYFS moderation meetings</p>	<p>DEP</p> <p>EYFS action plan</p> <p>SEN provision and Intervention timetable</p> <p>Performance management targets</p> <p>Maths Mastery</p> <p>BEFT project (Building Early Foundations Together) Year 2 in the EYFS setting and local cluster of settings</p>
Term 1b	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>Remembrance day</li> <li>Diwali</li> <li>Christmas Play</li> <li>Christmas Service</li> <li>Chatsworth visit</li> </ul>	<p><b>How do we celebrate?</b></p> <p>Fireworks</p> <p>Remembrance/Poppies (12.11.2018) (British Values and Global Learning)</p> <p>Christmas</p>	<p>Accompany to Chatsworth</p> <p>Christmas Nativity/Church Service</p> <p>Reading volunteers</p> <p><a href="#">'Celebrations' parent/carer workshop</a></p> <p><a href="#">Chatterbox' project parent workshop</a></p> <p>Proud clouds</p> <p><a href="#">FS 2 Lending Library-parents to run / join own children</a></p>	RWI	<p>On-going Assessments</p> <p>Pupil Progress meetings</p> <p>Target setting</p> <p>Intervention groups</p> <p>Areas of learning practitioner moderations</p> <p>Attend Network meetings/ EYFS moderation meetings</p>	<p>Pupil Progress Meeting</p> <p>SEN provision and Intervention timetable</p> <p>Maths Mastery</p> <p>BEFT project (Building Early Foundations Together) Year 2 in the EYFS setting and local cluster of settings</p>
Term 2a	<ul style="list-style-type: none"> <li>New Year</li> <li>Chinese New Year</li> <li>Valentine's day</li> </ul>	<p><b>What makes it Winter?</b></p> <p>Winter/snow/Winter clothes</p> <p>Chinese New Year (16.2.18) (Global Learning)</p> <p>Winter nature and seasons/birds/ Hibernation-reflection</p>	<p>Reading volunteers</p> <p>Chatter box activities</p> <p><a href="#">Playdough disco-parents/carers/children</a></p> <p><a href="#">FS 2 Lending Library-parents to run / join own children</a></p>	RWI	<p>On-going Assessments</p> <p>Target setting</p> <p>Intervention groups</p> <p>Areas of learning practitioner moderations</p> <p>Attend Network meetings/ EYFS moderation meetings</p>	<p>SEN provision and Intervention timetable</p> <p>Maths Mastery</p> <p>BEFT project (Building Early Foundations Together) Year 2 in the EYFS setting and local cluster of settings</p>
Term 2b	<ul style="list-style-type: none"> <li>Lent</li> <li>Easter</li> <li>Easter Service</li> <li>Fire fighter visitor</li> <li>Police officer/Nurse visitor</li> </ul>	<p><b>Who helps to keep us safe?</b></p> <p>Family, Teachers, Police, fire fighters, doctors/hospitals</p> <p>Mother's Day (11.3.2018)</p> <p>Easter (British values)</p> <p>Traditional tales and sequencing</p>	<p>Parents Evening</p> <p>Easter Service</p> <p><a href="#">FS 2 Lending Library-parents to run / join own children</a></p>	RWI	<p>On-going Assessments</p> <p>Pupil Progress meetings</p> <p>Target setting</p> <p>Intervention groups</p> <p>Areas of learning practitioner moderations</p> <p>Attend Network meetings/ EYFS moderation meetings</p>	<p>Pupil progress</p> <p>SEN provision and Intervention timetable</p> <p>Maths Mastery</p> <p>BEFT project (Building Early Foundations Together)Year 2 in the EYFS setting and local cluster of settings</p>
Term 3a	<ul style="list-style-type: none"> <li>Zoolab creature visitors</li> <li>Chicks?</li> <li>St George's Day</li> </ul>	<p><b>How are places different?</b></p> <p>Spring / New life and growth</p> <p>Rainforest-similarities and differences to our locality (Global Values)</p> <p>George and the Dragon (23.4.2018) (British Values)</p> <p>-Story sequencing and 'Training to be a knight' activities. Fairytales</p>	<p><a href="#">FS 2 Lending Library-parent to run / join own children</a></p> <p><a href="#">Parents to accompany on Locality trail/traffic counts</a></p>	RWI	<p>On-going Assessments</p> <p>Target setting</p> <p>Intervention groups</p> <p>Attend Network meetings/ EYFS moderation meetings</p> <p>Areas of learning practitioner moderations</p>	<p>SEN provision and Intervention timetable</p> <p>Maths Mastery</p> <p>BEFT project (Building Early Foundations Together) Year 2 in the EYFS setting and local cluster of settings</p>

Term 3b	<ul style="list-style-type: none"> <li>Visit to butterfly house / Butterflies</li> <li>Nursery visits/YR 1 transition</li> <li>Parent interviews /New starters visits</li> <li>Sports Day Father's Day</li> </ul>	<b>What do we need to be able to grow?</b> Summer Mini-beasts/caterpillar observations Journeys/pathways Plant/vegetable-soup making Father's Day (17.6.18) (British Values)	Parent report/Parent Meeting Accompany to Butterfly House New parent/Carer meeting Sports Day <u>FS 2 Lending Library-parent to run / join own children</u>	RWI	End of Year-Profile Assessments Record of achievement Attend Network meetings/ EYFS moderation meetings Foundation Stage and Y1 teacher transition meetings Transfer of Data	Transition Data EYFS Evaluation for Governors SEN provision and Intervention Maths Mastery BEFT project (Building Early Foundations Together) Year 2 in the EYFS setting and local cluster of settings
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Melanie Hartley Tankersley St Peter's Early Years Long Term Plan Reception (FS2) 2017-2018 Term 1a Term 1b Term 2a Term 2b Term 3a Term 3b

**PRIME AREAS OF LEARNING AND DEVELOPMENT**

PSED Making Relationships (PSED 1)		PSED Self-confidence & Self-awareness (PSED 2)		PSED Managing Feelings and Behaviour (PSED 3)	
30-50 Months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Can play in a group, extending and elaborating play ideas.</li> <li>1.30.2 Initiates play, offering cues to join them.</li> <li>1.30.3 Keeps play going by responding to what others are saying or doing.</li> <li>1.30.4 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Can select and use resources with help.</li> <li>2.30.2 Welcomes and values praise for what they have done.</li> <li>2.30.3 Enjoys the responsibility of carrying out small tasks.</li> <li>2.30.4 Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>2.30.5 Confident to talk to other children when playing, and will communicate freely about home and community.</li> <li>2.30.6 Shows confidence when asking adults for help.</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>3.30.1 Aware of own feelings &amp; knows that some actions and words can hurt others' feelings.</li> <li>3.30.2 Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>3.30.3 Can usually tolerate delay when needs are not met immediately and understands wishes may not always be met.</li> <li>3.30.4 Can usually adapt behaviour to different events, social situations, and changes in routine.</li> </ul>
40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Initiates conversations, attends to and takes account of what others say.</li> <li>1.40.2 Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>1.40.3 Takes steps to resolve conflicts with other children eg finds a compromise.</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Confident to speak to others about own needs, wants, interests and opinions.</li> <li>2.40.2 Can describe self in positive terms and talk about abilities.</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>3.40.1 Understand that own actions affect other people, eg becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>3.40.2 Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>3.40.3 Beginning to be able to negotiate and solve problems without aggression eg when someone has taken their toy.</li> <li>3.g.a Children talk about how they and others show feelings.</li> <li>3.g.b They talk about their own and others' behaviour, and its consequences, and know that some behaviour is not acceptable.</li> <li>3.g.c They work as part of a group or class and understand and follow the rules.</li> <li>3.g.d They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>
Early Learning Goal	<ul style="list-style-type: none"> <li>1.g.a Children play cooperatively, taking turns with others.</li> <li>1.g.b They take account of one another's ideas about how to organise their activity.</li> <li>1.g.c They show sensitivity to others' needs and feelings</li> <li>1.g.d They form positive relationships with adults and peers.</li> </ul>	Early Learning Goal	<ul style="list-style-type: none"> <li>2.g.a Children are confident to try new activities and say why they like some activities more than others.</li> <li>2.g.b They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities.</li> <li>2.g.c They say when they do or don't want help.</li> </ul>	Early Learning Goal	<ul style="list-style-type: none"> <li>3.g.a Children talk about how they and others show feelings.</li> <li>3.g.b They talk about their own and others' behaviour, and its consequences, and know that some behaviour is not acceptable.</li> <li>3.g.c They work as part of a group or class and understand and follow the rules.</li> <li>3.g.d They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>
Exceeding	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that it is unacceptable.	Exceeding	Confident to speak to class group. Can talk about things they enjoy, are good at and about the things they don't find easy. They are resourceful in finding support when they need help or info. Can talk about plans they have made to carry out activities and what they might change if they were to repeat them	Exceeding	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

**COMMUNICATIONS AND LANGUAGE: Listening and Attention (CL 1) C+L: Understanding (CL 2) C+L: Speaking (CL 3)**

30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Listens to others, one-to-one on small groups, when conversation interests them</li> <li>1.30.2 Listens to stories with increasing attention and recall.</li> <li>1.30.3 Joins in with repeated refrains and anticipates key event and phrases in rhymes and stories.</li> <li>1.30.4 Focusing attention- still listen or do, but can shift own attention.</li> <li>1.30.5 Is able to follow directions (if not intently focused on own choice of activity)</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Understands the use of objects eg <i>What do we use to cut things?</i></li> <li>2.30.2 Shows understanding of prepositions such as 'under' on top' 'behind' by carrying out an action or selecting the right picture. See also <b>Maths (SSM) 2.22.3</b></li> <li>2.30.3 Responds to simple instructions eg to get or put away an object <b>WT 2.g.a</b></li> <li>2.30.4 Beginning to understand 'how' &amp; 'why' questions.</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>3.30.1 Beginning to use more complex sentences to link thoughts eg using <i>and, because.</i></li> <li>3.30.2 Can retell a simple past event in correct order eg <i>went down slide, hurt finger.</i></li> <li>3.30.3 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall &amp; relive past experiences</li> <li>3.30.4 Questions why things happen and gives explanations. Asks eg <i>who, what, when, how.</i></li> <li>3.30.5 Uses a range of tenses eg <i>play, playing, will play, played.</i></li> <li>3.30.6 Uses intonation, rhythm and phrasing to make meaning clear to others.</li> <li>3.30.7 Uses vocabulary focused on objects and people that are of particular importance to them</li> <li>3.30.8 Builds up a vocabulary that reflects the breadth of their experiences</li> <li>3.30.9 Uses talk in pretending that objects stand for something else in play eg <i>this box is my castle.</i></li> </ul>
40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Maintains attention and concentrates and sits quietly during appropriate activity.</li> <li>1.40.2 Two channelled attention- can listen and do for a short span.</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Responds to instructions, involving a two-part sequence <b>WT 2.g.a</b></li> <li>2.40.2 Understands humour eg nonsense rhymes, jokes</li> <li>2.40.3 Able to follow a story without pictures or props</li> <li>2.40.4 Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>3.40.1 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>3.40.2 Uses language to imagine and recreate roles and experiences in play situations.</li> <li>3.40.3 Link statements and stick to a main theme or intention.</li> <li>3.40.4 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>3.40.5 Introduces a storyline or narrative into their play.</li> </ul>
Early Learning Goal	<ul style="list-style-type: none"> <li>1.g.a Children can listen attentively in a range of situations.</li> <li>1.g.b They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>1.g.c. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	Early Learning Goal	<ul style="list-style-type: none"> <li>2.g.a Children follow instructions involving several ideas or actions.</li> <li>2.g.b They answer 'how' &amp; 'why' questions about their experiences and in response to</li> </ul>	Early Learning Goal	

			stories & events.	Early Learning Goal	<ul style="list-style-type: none"> <li>3.g.a Children express themselves effectively, showing awareness of listeners needs.</li> <li>3.g.b They use past, present and future forms when talking about events that have happened or are to happen in the future.</li> <li>3.g.c They develop their own narratives and explanations by connecting ideas or events.</li> </ul>
Exceeding	Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group (eg assembly)	Exceeding	After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Can carry out instructions which contain several parts in a sequence.	Exceeding	Show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add info, express ideas or explain or justify actions or events.

**PHYSICAL DEVELOPMENT: Moving and Handling (PD 1) PD: Health and Self-care (PD 2)**

30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>1.30.2 Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>1.30.3 Walks downstairs, two feet to each step, while carrying a small object.</li> <li>1.30.4 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>1.30.5 Can stand momentarily on one foot when shown.</li> <li>1.30.6 Can catch a large ball.</li> <li>1.30.7 Draws lines and circles using gross motor movements.</li> <li>1.30.8 Uses one-handed tools and equipment eg makes snips in paper with child scissors.</li> <li>1.30.9 Holds pencil between thumb and two fingers, no longer using whole-handed grasp.</li> <li>1.30.10 Holds a pencil near point between two fingers and thumb and uses it with good control</li> <li>1.30.11 Can copy some letters eg letters from own name</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Can tell adults when hungry or tired or when they want to rest or play.</li> <li>2.30.2 Observes the effects of activity on their bodies.</li> <li>2.30.3 Understands that equipment and tools have to be used safely.</li> <li>2.30.4 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>2.30.5 Can usually manage washing and drying hands</li> <li>2.30.6 Dresses with help eg puts arms into open-fronted coat or shirt when held up, pulls down own rousers, and pulls up the zipper once it is fastened.</li> </ul>
40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Experiments with different way of moving</li> <li>1.40.2 Jumps off an object and lands appropriately.</li> <li>1.40.3 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or direction to avoid obstacles</li> <li>1.40.4 Travels with confidence and skill around, under, over, and through balancing and climbing equipment.</li> <li>1.40.5 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>1.40.6 Uses simple tools to effect changes to materials.</li> <li>1.40.7 Handles tools, objects, construction and malleable materials safely and with increasing control</li> <li>1.40.8 Shows a preference for a dominant hand.</li> <li>1.40.9 Begins to use anticlockwise movement and retrace vertical lines.</li> <li>1.40.10 Begins to form recognisable letters.</li> <li>1.40.11 Uses a pencil and hold it effectively to form recognisable letters most of which are correctly formed.</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>2.40.2 Usually dry and clean during the day.</li> <li>2.40.3 Shows some understanding that good practices with regard to exercise, eating, sleeping, and hygiene can contribute to good health.</li> <li>2.40.4 Shows some understanding of the need for safety when tackling new challenges, and considers and manages some risks. WT 2.g.a</li> <li>2.40.5 Shows understanding of how to transport and store equipment safely.</li> <li>2.40.6 Practices some appropriate safely measures without direct supervision.</li> </ul>
Early Learning Goal	<ul style="list-style-type: none"> <li>1.g.a Children show good control and co-ordination in large and small scale movements.</li> <li>1.g.b They move confidently in a range of ways, safely negotiating space.</li> <li>1.g.c They handle equipment and tools effectively, including pencils for writing.</li> </ul>	Early Learning Goal	<ul style="list-style-type: none"> <li>2.g.a Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>2.g.b They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
Exceeding	Children can hop confidently and skip in time to music. They hold paper in position and use preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size.	Exceeding	Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

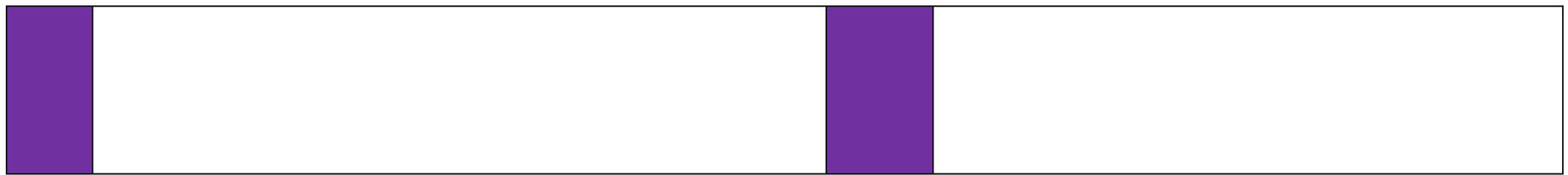
**SPECIFIC AREAS OF LEARNING AND DEVELOPMENT**

**LITERACY: Reading (Lit 1) LITERACY: Writing (Lit 3)**

30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Enjoys rhyming and rhythmic activities.</li> <li>1.30.2 Shows awareness of rhyme and alliteration.</li> <li>1.30.3 Recognises rhythm in spoken words.</li> <li>1.30.4 Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>1.30.5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>1.30.6 Beginning to be aware of the way stories are structured.</li> <li>1.30.7 Suggests how the story ends.</li> <li>1.30.8 Listens to stories with increasing attention and recall.</li> <li>1.30.9 Describes main story settings, events and principal characters.</li> <li>1.30.10 Shows interest in illustrations and print in books and print in the environment.</li> <li>1.30.11 recognises familiar words and signs such as own name and advertising logos.</li> <li>1.30.12 Looks at books independently.</li> <li>1.30.13 Handles books carefully</li> <li>1.30.14 Knows information can be relayed in the form of print.</li> <li>1.30.15 Holds books the correct way up and turns pages. See also PD1 1.22.5</li> <li>1.30.16 Knows that print carries meaning and in English is read left to right and top to bottom.</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Sometimes gives meaning to marks they make as they draw, write and paint.</li> <li>2.30.2 Ascribes meanings to marks they see in different places.</li> </ul>
40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Continues a rhyming string. See also Literacy (Writing) 2.40.3</li> <li>1.40.2 Hears and says the initial sounds in words. See also Literacy (Writing) 2.40.4</li> <li>1.40.3 Can segment sounds in simple words and blend them together and knows which letters represent some of them eg letters in own name. See also Literacy (Writing) 2.40.5</li> <li>1.40.4 Links sounds to letters, naming and sounding the letters of the alphabet (more than half). See also See also Literacy (Writing) 2.40.6.</li> <li>1.40.5 Begins to read words and simple sentences. WT 1.g.a</li> <li>1.40.6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>1.40.7 Enjoys an increasing range of books.</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Gives meaning to marks they make as they draw, write and paint.</li> <li>2.40.2 Begins to break the flow of speech into words.</li> <li>2.40.3 Continues a rhyming string. See also Literacy (Reading) 1.40.1.</li> <li>2.40.4 Hears and says the initial sounds in words</li> <li>2.40.5 Can segment sounds in simple words and blend them together. See also Literacy (Reading) 1.40.3</li> <li>2.40.6 Links sounds to letters, naming and sounding the letters of the alphabet (more than half). See also Literacy (Reading) 1.40.4</li> <li>2.40.7 Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. WT 2.g.a</li> <li>2.40.8 Writes own name and other things such as labels and captions.</li> <li>2.40.9 Attempts to write short sentences in meaningful contexts.</li> </ul>

<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>1.g.1a Children read and understand simple sentences.</li> <li>1.g.1b They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>1.g.1c They also read some common irregular words.</li> <li>1.g.1d they demonstrate understanding when talking with others about what they have read.</li> </ul>	<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>2.g.a Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>1.g.b They also write some irregular common words.</li> <li>1.g.c They write simple sentences that can be read by themselves and others.</li> <li>1.g.d Some words are spelt correctly and others are phonetically plausible.</li> </ul>
<b>Exceeding</b>	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Can describe the main events in simple stories they have read.	<b>Exceeding</b>	Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing.

<b>MATHEMATICS: Number (Maths 1)</b>		<b>MATHEMATICS: Shape, Space, &amp; Measures (Maths 2)</b>	
30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Use some number names and number language spontaneously.</li> <li>1.30.2 Use some number names accurately in play</li> <li>1.30.3 Recites number s in orders to 10</li> <li>1.30.4 Knows that numbers identify how many in a set.</li> <li>1.30.5 Sometimes match number and quantity correctly.</li> <li>1.30.6 Beginning to represent numbers using fingers, marks on the page or pictures.</li> <li>1.30.7 Show curiosity about different numbers by offering comments or asking questions.</li> <li>1.30.8 Compare two groups of objects, saying when they have the same number.</li> <li>1.30.9 Show an interest in number problems.</li> <li>1.30.10 Separates a group of three or four 2objects in different ways, beginning to recognise that the total is still the same.</li> <li>1.30.11 Shows an interest in numerals in the environment.</li> <li>1.30.12 Shows an interest in representing numbers.</li> <li>1.30.13 Realises that not only objects but anything can be counted , including steps, claps or jumps.</li> </ul>	30-50 months (2.5yrs- 4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>2.30.2 Show awareness of similarities in shapes in the environment.</li> <li>2.30.3 Uses positional language. Wt 2.40.3 See also CL (Understanding) 2.30.2</li> <li>2.30.4 Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements. See also A &amp; D 1.30.10; 1.30.12 &amp; 1.40.7</li> <li>2.30.5 Shows interest in shapes in the environment.</li> <li>2.30.6 Uses shapes appropriately for tasks.</li> <li>2.30.7 Beginning to talk about the shapes of everyday objects eg round, tall. WT 2g.1.c</li> </ul>
40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Recognise some numerals of personal significance</li> <li>1.40.2 Recognise numerals 1 to 5</li> <li>1.40.3 Count up to three or four objects by saying one number name for each item.</li> <li>1.40.4 Count actions or objects that cannot be moved. See also Maths 1 (Number) 1.30.13.</li> <li>1.40.5 Counts objects to 10 and beginning to count beyond 10.</li> <li>1.40.6 Counts out up to six objects from a larger group.</li> <li>1.40.7 Selects correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>1.40.8 Count an irregular arrangement of up to ten objects</li> <li>1.40.9 Estimates how many objects they can see and checks by counting them</li> <li>1.40.11 Uses the language of 'more' or 'fewer' to compare sets of objects.</li> <li>1.40.12 Finds the total number in a group by counting all of them.</li> <li>1.40.13 Say the number that is one more than a given number.</li> <li>1.40.14 Find one more or one less from a group of up to five objects, then ten.</li> <li>1.40.15 In practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting.</li> <li>1.40.16 Records using marks they can interpret and explain.</li> <li>1.40.17 Begins to identify own mathematical problems based on one interests and fascinations.</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes. WT 2.g.1c</li> <li>2.40.2 Selects a particular named shape.</li> <li>2.40.3 Can describe their relative position such as 'behind', 'next to'.</li> <li>2.40.4 Orders two or three items by length or height. WT 2.g.1a</li> <li>2.40.5 Orders two items by weight or capacity. WT 2.g.1a</li> <li>2.40.6 Uses familiar objects and common shapes to create and recreate patterns and build models. WT 2.g.1 b</li> <li>2.40.7 Uses everyday language related to time. WT 2.g.1a</li> <li>2.40.8 Beginning to use everyday language related to money. WT 2.g.1a</li> <li>2.40.9 Orders and sequences familiar events</li> <li>2.40.10 Measures short spaces of time in simple ways. WT 2.g.1a</li> </ul>
<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>1.g.a Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or less than a given number.</li> <li>1.g.b Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the number.</li> <li>1.g.c They solve problems, including doubling, halving and sharing.</li> </ul>	<b>Early Learning Goal</b>	<ul style="list-style-type: none"> <li>2.g.a Children use everyday language to talk about size, weight, capacity, distance, time and money to compare quantities, and objects and to solve problems.</li> <li>2.g.b They recognise, create and describe patterns.</li> <li>2.g.c They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>
<b>Exceeding</b>	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups.	<b>Exceeding</b>	Estimate, measure, weigh and compare and order objects and talk about properties, position and time.



UNDERSTANDING THE WORLD: People and Communities (UW 1)		The World (UW 2)		Technology (UW 3)	
30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Shows an interest in the lives of people who are familiar to them.</li> <li>1.30.2 Remembers and talks about significant events in their own experience.</li> <li>1.30.3 Recognises and describes special times or events for family or friends.</li> <li>1.30.4 Shows interest in different occupations and ways of life.</li> <li>1.30.5 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	30-50 months (2.5yrs- 4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>2.30.2 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>2.30.3 Talks about why things happen and how things work.</li> <li>2.30.4 Developing an understanding of growth, decay and changes over time.</li> <li>2.30.5 Shows care and concern for living things and the environment.</li> </ul>	30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>3.30.1 Know how to operate simple equipment eg turns on CD player, uses remote control.</li> <li>3.30.2 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>3.30.3 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>3.30.4 Knows that information can be retrieved from computers. <b>WT Literacy (Reading) 1.40.8</b></li> </ul>
40-60+ (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Enjoys joining in family customs and routines</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Looks closely at similarities, differences, patterns and change</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>3.40.1 Completes a simple program on a computer.</li> <li>3.40.2 Uses ICT hardware to interact with age-appropriate computer software eg clicking on icons to make different things happen.</li> </ul>
Early Learning Goal	<ul style="list-style-type: none"> <li>1.g.a Children talk about past and present events in their own lives and in the lives of family members.</li> <li>1.g.b They know other children don't always enjoy the same things, and are sensitive to this.</li> <li>1.g.c They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	Early Learning Goal	<ul style="list-style-type: none"> <li>2.g.a Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>2.g.b They talk about the features of their own immediate environment and how environments may vary one from another.</li> <li>2.g.c They make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	Early Learning Goal	<ul style="list-style-type: none"> <li>3.g.a Children recognise that a range of technology is used in places such as homes and schools.</li> <li>3.g.b They select and use technology for particular purposes.</li> </ul>
Exceeding	Know difference between past and present events in own lives and some reasons why people's lives were different in the past. Know that others have different likes and dislikes and that they may be good at different things. Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Exceeding	Children know that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that help to maintain the area that they live in. know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.	Exceeding	Find out about and use a range of everyday technology. Select appropriate applications that support an identified need (eg how to record results or events)

EXPRESSIVE ARTS AND DESIGN: Exploring and Using Media and Materials (AD 1)		Being Imaginative (AD 2)	
30-50 months (2.5yrs-4.2years)	<ul style="list-style-type: none"> <li>1.30.1 Enjoys joining in with dancing and ring games.</li> <li>1.30.2 Sings a few familiar songs.</li> <li>1.30.3 Beginning to move rhythmically.</li> <li>1.30.4 Imitates movement in response to music.</li> <li>1.30.5 Taps out simple repeated rhythms.</li> <li>1.30.6 Explores and learns how sounds can be changed</li> <li>1.30.7 Explores colour and how colours can be changed.</li> <li>1.30.8 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>1.30.9 Beginning to be interested in and to describe the textures of things.</li> <li>1.30.10 Uses various construction materials. See also Maths (SSM) 2.30.4</li> <li>1.30.11 Beginning to construct, stacking pieces vertically and horizontally, making enclosures and creating spaces.</li> <li>1.30.12 Joins construction pieces together to build and balance.</li> <li>1.30.13 Realises tools can be used for a purpose</li> </ul>	30-50 months (2.5yrs- 4.2years)	<ul style="list-style-type: none"> <li>2.30.1 Developing preferences for forms of expression.</li> <li>2.30.2 Uses movement to express feelings.</li> <li>2.30.3 Creates movement in response to music</li> <li>2.30.4 Sings to self and makes up simple songs.</li> <li>2.30.5 Makes up rhythms.</li> <li>2.30.6 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. See also UK (People &amp; Communities) 1.22.2</li> <li>2.30.7 Engages in imaginative role-play based on own first hand experiences.</li> <li>Builds stories around toys eg farm animals needing rescue from an armchair cliff. our and how colours can be changed.</li> <li>2.30.8 Builds stories around toys eg far animals needing to be rescued from armchair 'cliff'.</li> <li>2.30.9 Uses available resources to create props to support role-play</li> <li>2.30.10 Captures experiences and responses with a range of media such as music, dance, paint or other materials or words.</li> </ul>
40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>1.40.1 Begins to build a repertoire of songs and dances.</li> <li>1.40.2 Explores the different sounds of instruments.</li> <li>1.40.3 Explores what happens when they mix colours.</li> <li>1.40.4 Experiments to create different textures.</li> <li>1.40.5 Understands that different media can be combined to create new effects.</li> <li>1.40.6 Manipulates materials to achieve a planned effect.</li> <li>1.40.7 Constructs with a purpose in mind, using a variety of resources.</li> <li>1.40.8 Uses simple tools and techniques competently and appropriately.</li> <li>1.40.9 Selects appropriate resources and adapts work where necessary</li> </ul>	40-60+ months (3.3yrs-5yrs)	<ul style="list-style-type: none"> <li>2.40.1 Creates simple representations of events, people, and objects.</li> <li>2.40.2 Begins to build a repertoire of songs and dances.</li> <li>2.40.3 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>2.40.4 Chooses particular colours for a purpose.</li> <li>2.40.5 Introduces a storyline or narrative into their play. textures</li> <li>2.40.6 Plays alongside other children who are engaged in the same theme.</li> <li>2.40.7 Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>

	☺ 1.40.10 Selects tools and techniques need to shape, assemble, and join materials they are using.		
<b>Early Learning Goal</b>	☺ 1.g.a Children sing songs, make music and dance, and experiment with ways of changing them. ☺ 1.g.b They safely use and explore a variety of tools and techniques, and experimenting with colour, design, texture, form and function.	<b>Early Learning Goal</b>	☺ 2.g.a Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. ☺ 2.g.b They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
<b>Exceeding</b>	Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decision about how media and materials can be combined and changed.	<b>Exceeding</b>	Talk about the ideas and processes which have lead them to make music, designs, images or products. They can talk about features of their own work, recognising the differences between them and the strengths of others.