

		Range 2	Range 3	Range 4			Range 5			Range 6			ELG's
		12-18 months	18-24 months	24-36 months			36-48 months			48-71 months			
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	
<b>Personal Social and Emotional Development</b>													
<b>B to 5</b>	<b>Making Relationships</b>	<p>Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs</p> <p>Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something</p> <p>Engages another person to help achieve a goal, e.g. to get an object out of reach</p> <p>Cooperates with caregiving experiences, such as dressing</p> <p>Builds relationships with special people</p> <p>Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated</p> <p>Is wary of unfamiliar people</p> <p>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.</p> <p>Closely watches others' body language to begin to understand their intentions and meaning</p> <p>Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has.</p>	<p>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations</p> <p>Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</p> <p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children</p> <p>Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</p>	<p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p>	<p>Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p>	<p>Builds relationships with special people but may show anxiety in the presence of strangers</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>	<p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p>	<p>Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>Develops particular friendships with other children, Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>This may have impacted on their understanding of what makes a consistent and stable relationship</p>	<p>Begin to understand different points of view and to challenge their own and others' thinking.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs. Some children may have had to make many different relationships in their life.</p>	<p><b>Building Relationships ELG</b></p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>
	<b>DM</b>	<b>Building Relationships</b>	<p>Asserts their own ideas and preferences and takes notice of other people's responses</p> <p>Will sometimes experience long periods of social engagement as overwhelming and may withdraw collapse with frustration</p>	<p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p> <p>Is developing an understanding of and interest</p>	<p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way</p>	<p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Is gradually learning that actions have consequences</p>	<p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social</p>	<p>Is sensitive to others' messages of appreciation or criticism</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p>	<p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</p> <p>Shows their confidence and self-esteem through being</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p>	<p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p>Shows confidence in</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>Shows confidence in speaking to others about their own needs,</p>	<p><b>Managing Self ELG</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules,</p>

		Shows separation anxiety as they become more aware of themselves as separate individuals Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game Shows growing self-confidence through playing freely and with involvement	awareness of their social identity of gender, ethnicity and ability Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine	in differences of gender, ethnicity and ability	they talk about themselves	but not always the consequences the child hopes for	groups and to their peers		outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help		choosing resources and perseverance in carrying out a chosen activity	wants, interests and opinions in familiar group Has a clear idea about what they want to do in their play and how they want to go about it	know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>DM</b>	Managing Self					Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Find ways of managing transitions, for example from their parent to their key person.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Increasingly follow rules, understanding why they are important.	Do not always need an adult to remind them of a rule.	Show resilience and perseverance in the face of challenge• Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating - toothbrushing - sensible amounts of 'screen time' -having a good sleep routine - being a safe pedestrian	Show resilience and perseverance in the face of challenge• Manage their own needs. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	Show resilience and perseverance in the face of challenge• Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating - toothbrushing - sensible amounts of 'screen time' -having a good sleep routine - being a safe pedestrian	

<p style="text-align: center;"><b>B to 5</b></p>	<p>Understanding Emotions</p>	<p>shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine</p>	<p>Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words• Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries</p>	<p>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated</p>	<p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p>	<p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</p>	<p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</p>	<p>Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some words can hurt others’ feelings</p>	<p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p>	<p>Understands their own and other people’s feelings, offering empathy and comfort Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>	<p>Talks about their own and others’ feelings and behaviour and its consequences</p>	<p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>	<p><b>Self-Regulation ELG</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
		<p style="text-align: center;"><b>DM</b></p>	<p>Self-Regulation</p>	<p>participation and co-operation as they become familiar with and anticipate routine Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy</p>				<p>Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>	<p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p>Develop appropriate ways of being assertive.</p>		<p>See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p>	<p>See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p>



		Range 2	Range 3	Range 4			Range 5			Range 6			
		12-18 m	18-24 m	24-36 months			36-48 months			48-71 months			ELG's
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	
<b>Communication and Language</b>													
<b>B to 5</b>	Listening and Attention	Moves whole body to sounds they enjoy, such as music or a regular beat · Concentrates intently on an object or activity of own choosing for short periods Pays attention to dominant stimulus – easily distracted by noises or other people talking. Enjoys laughing and being playful with others	Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations  Pays attention to own choice of activity, may move quickly from activity to activity	Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door	Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds,	Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.	Listens to others in one-to-one or small groups, when conversation interests them	Listens to familiar stories with increasing attention and recall	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – can still listen or do, but can change their own focus of attention	Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity		May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span	<b>Listening, Attention and Understanding ELG</b> 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. ALSO Self-Regulation ELG
	<b>DM</b>	Listening, attention and understanding				Listen to simple stories and understand what is happening, with the help of the pictures. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Enjoy listening to longer stories and can remember much of what happen Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Can find it difficult to pay attention to more than one thing at a time. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use a wider range of vocabulary.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs. Engage in non-fiction books.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
<b>B to 5</b>	Understanding	Is developing the ability to follow others' body language, including pointing and gesture · Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy? Where's your nose?) · Understanding of single words in context is developing, e.g. cup, milk, daddy	Understands different situations - able to follow routine events and activities using nonverbal cues Selects familiar objects by name and will go and find objects when asked, or identify objects from a group Understands simple sentences (e.g. Throw the ball)	Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Developing understanding of simple concepts (e.g. fast/slow, good/bad)	Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Developing understanding of simple concepts (e.g. fast/slow, good/bad)	Identifies action words by following simple instructions, Understands who, what, where in simple questions	Understands use of objects (e.g. Which one do we cut with?)	Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box Beginning to understand why and how questions	Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	Understands a range of complex sentence structures including negatives, plurals and tense markers	Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how	Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props	
<b>B to 5</b>	Speaking	Uses sounds in play, e.g. brrm for toy car Uses single words Frequently imitates words and sounds Enjoys babbling and increasingly experimenting with using sounds Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) Uses pointing with eye gaze, and then fingers or hands, to	Copies familiar expressions, e.g. Oh dear, All gone. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) Beginning to put two words together (e.g. Want ball, More juice) Beginning to ask simple questions Beginning to talk about people and	Uses language to share feelings, experiences and thoughts Beginning to use word endings (e.g. going, cats)	Uses language to share feelings, experiences and thoughts Beginning to use word endings (e.g. going, cats) Uses longer sentences (e.g. Mummy gonna work)	Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses a variety of questions (e.g. what, where, who)	Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger)	Beginning to use more complex sentences to link thoughts (e.g. using and, because) Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. who, what, when, how	Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play.	Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention	<b>Speaking ELG</b> Participate in small group, 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

		make requests and to share an interest · Creates personal words as they begin to develop language	things that are not present• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it			Uses longer sentences (e.g. Mummy gonna work) Beginning to use word endings (e.g. going, cats)		Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i> ) Continues to make some errors in language (e.g. “ <i>runned</i> ”) and will absorb and use language they hear around them in their community and culture Uses intonation, rhythm and phrasing to make the meaning clear to others	inplay, e.g. <i>This box is my castle</i>				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.
<b>DM</b>	Speaking					Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Sing a repertoire of songs. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Know rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts	

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### Physical Development

B to 5	Moving and Handling	<p>Belly crawling moves into crawling up on hands and knees Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects Sits unsupported on the floor, leaving hands free to manipulate objects with both hands Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them Enjoys finger and toe rhymes and games. Pulls to standing from crawling, holding on to furniture or person for support Walks around furniture lifting one foot and stepping sideways (cruising) Starts walking independently on firm surfaces and later on uneven surfaces</p>	<p>Develops security in walking upright using feet alternately and can also run short distances Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time Changes position from standing to squatting and sitting with little effort Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. Shows interest, dances and sings to music rhymes and songs, imitating movements of others Can walk considerable distance with purpose, stopping, starting and changing direction Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other When holding crayons, chalks etc, makes connections between their movement and the marks they make Uses gesture and body language to convey needs and interests and to support emerging verbal language use</p>	<p>Begins to understand and choose different ways of moving Climbs up and down stairs by placing both feet on each step while holding a handrail for support Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p>	<p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Sits comfortably on a chair with both feet on the ground Jumps up into the air and can jump forward a small distance Begins to walk, run and climb on different levels and surfaces Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p>	<p>Runs safely on whole foot Moves in response to music May be beginning to show preference for dominant hand and/or leg/foot Turns pages in a book, sometimes several at once Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with thumb and all fingers</p>	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently Uses a pencil and holds it effectively</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it form recognisable letters, most of which are correctly formed</p>	<p><b>Gross Motor Skills ELG</b> 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.  <b>Fine Motor Skills ELG</b> 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.</p>
		<p>Points with first finger, sharing attention with adult. Starts to throw and release objects overarm Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint Pushes, pulls, lifts and carries objects, moving them around and placing with intent Climbs inside, underneath, into corners and between objects Manipulates objects using hands singly and together, such as squeezing water out of a sponge</p>				<p>Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Clap and stamp to music.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling - walking -jumping -running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>		

<b>DM</b>	Fine motor					Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork.	Use a comfortable grip with good control when holding pens and pencils.	Show a preference for a dominant hand	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	

<b>B to 5</b>	Health and Self-care	<p>Sleeps for 11-15 hours a day with at least 2 naps Self-soothes and is able to drop off to sleep when conditions are right for them Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults Interested in making and exploring sounds with objects Generally, has up to 12 teeth - willing to allow baby toothbrush to be used on teeth Can actively cooperate with nappy changing, dressing/undressing Starts to communicate regarding urination and bowel movement</p>	<p>Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development Highly active in short bursts, with frequent and sudden need for rest or withdrawal Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need Uses physical expression of feelings to release stress. Generally has up to 16 teeth – helps adult with brushing teeth Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing Develops own likes and dislikes in food and drink, willing to try new food textures and tastes Shows interest in indoor and outdoor clothing and shoes/wellingtons Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling</p>	<p>Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times</p>	<p>Feeds self competently Can hold a cup with two hands and drink well without spilling Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet Begins to recognise danger and seeks the support and comfort of significant adults Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</p>	<p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>	<p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p>	<p>Observes and can describe in words or actions the effects of physical activity on their bodies. Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely Can wash and can dry hands effectively and understands why this is important Can mirror the playful actions or movements of another adult or child Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>Can name and identify different parts of the body Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body Observes and controls breath, able to take deep breaths, scrunching and releasing the breath Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</p>	<p>Describes a range of different food textures and tastes when cooking Can initiate and describe playful actions or movements for other children to mirror and follow Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important Usually dry and clean during the day Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely</p>	<p>Notifies changes when foods are combined or exposed to hot and cold temperatures Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience.</p>	<p><b>Managing Self ELG</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<b>DM</b>	Health	<p>used on teeth Can actively cooperate with nappy changing, dressing/undressing Starts to communicate regarding urination and bowel movement</p>	<p>Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling</p>	<p>Learn to use the toilet with help, and then independently.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Begins to recognise danger and seeks the support and comfort of significant adults</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing</p>					

		Range 2	Range 3	Range 4			Range 5			Range 6			
		12-18 m	18-24 m	24-36 months			36-48 months			48-71 months			ELG's
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	
<b>Literacy</b>													
<b>B to 5</b>	Reading	Handles books, printed and digital reading material with interest · Responds to sounds in the environment such as cars, sirens and birds · Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments · Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes · Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences	Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience	Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	Begins to recognise familiar logos from children's popular culture, commercial print or icons for app	Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, e.g. "Humpty Dumpty sat on a ..."	Listens to and joins in with stories and poems, when reading one-to-one and in small groups Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Shows interest in illustrations and words in print and digital books and words in the environment Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps	Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Begins to develop phonological and phonemic awareness Shows awareness of rhyme and alliteration Recognises rhythm in spoken words, songs, poems and rhymes Claps or taps the syllables in words during sound play Hears and says the initial sound in words	Enjoys an increasing range of print and digital books, both fiction and non-fiction Is able to recall and discuss stories or information that has been read to them, or they have read themselves Begins to develop phonological and phonemic awareness Continues a rhyming string and identifies alliteration Hears and says the initial sound in words Starts to link sounds to letters, naming and sounding the letters of the alphabet Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc	Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Begins to link frequently used digraphs, e.g. <i>sh, th, ee</i> Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text	<p><b>Comprehension ELG</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading ELG</b> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	<b>DM</b>	Reading - Comprehension			Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Ask questions about the book. Make comments and shares their own ideas.	Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes	Understand the five key concepts about print: -page sequencing -we read English text from left to right and from top to bottom	Engage in extended conversations about stories, learning new vocabulary.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment		

DM	Reading - Word reading					<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Develop their phonological awareness, so that they can:          -spot and suggest rhymes          -count or clap syllables in a word</p>	<p>Develop their phonological awareness, so that they can:          -spot and suggest rhymes          -count or clap syllables in a word</p>	<p>Develop their phonological awareness, so that they can:          -recognise words with the same initial sound, such as money and mother</p>	<p>Read individual letters by saying the sounds for them.          Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.          Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.          Read some letter groups that each represent one sound and say sounds for them.          Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read a few common exception words matched to the school's phonic programme.          Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	
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B to 5	Writing	<p>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language). What is often referred to as “early mark-making” is the agency. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child. Begins to understand the cause and effect of their actions in mark making. Knows that the marks they make are of value. Enjoys the sensory experience of making marks</p>	<p>Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Distinguishes between the different marks they make. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings. Includes mark making and early writing in their play. Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Sometimes gives meaning to their drawings and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Begins to break the flow of speech into words, to hear and say the initial sound in words. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p>	<p>May start to segment the sounds in words and blend them together. Uses their developing phonic knowledge to write things such as labels and captions</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats. Later progressing to simple sentences</p>	<p><b>Writing ELG</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>
		DM	Writing					<p>Enjoy drawing freely. Make marks on their picture to stand for their name.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some or all of their name.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p>	<p>Write some or all of their name. Write some letters accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense</p>



		Range 2	Range 3	Range 4			Range 5			Range 6			
		12-18 m	18-24 m	24-36 months			36-48 months			48-71 months			ELG's
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	

## Mathematics

<b>B to 5</b>	Number	May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers. Looks for things which have moved out of sight.	Comparison Responds to words like lots or more Counting Says some counting words May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality Uses number words, like one or two and sometimes responds accurately when asked to give one or two things	Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols)	Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols)	Comparison Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting Begins to say numbers in order, Cardinality (How many?) Beginning to count on their fingers.	Comparison Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i> Counting May enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10	Cardinality Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	Cardinality Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition Beginning to use understanding of number to solve practical problems in play and meaningful activities Beginning to recognise that each counting number is one more than the one before Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Comparison Estimates of numbers of things, showing understanding of relative size Counting Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Cardinality Engages in subitising numbers to four and maybe five Matches the numeral with a group of items to show how many there are (up to 10) Spatial Awareness Investigates turning and flipping objects in order to make shapes fit and create models; Shape Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves),	Comparison Uses number names and symbols when comparing numbers, showing interest in large numbers Cardinality Counts out up to 10 objects from a larger group. Composition Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" Spatial Awareness Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints May enjoy making simple maps of familiar and imaginative environments, with landmarks Shape Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes	Comparison Uses number names and symbols when comparing numbers, showing interest in large numbers Composition Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Spatial Awareness Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) Shape Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build	<b>Number ELG</b> 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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
		<b>DM</b>	Number			Take part in finger rhymes with numbers. Compare amounts, saying 'lots', 'more' or 'same'. Count in everyday contexts, sometimes	Fast recognition of up to 3 objects, without having to count them individually ("subitising"). Say one number for each item in order: 1,2,3,4,5. Know that the last number	Recite numbers past 5. Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.	

						skipping numbers - '1-2-3-5.'	reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).			Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10.	Explore the composition of numbers to 10.	Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	
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		Range 2	Range 3	Range 4			Range 5			Range 6			ELG's
		12-18 m	18-24 m	24-36 months			36-48 months			48-71 months			
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	
to 5	SSM	Spatial awareness Explores space around them and engages with position and direction, such as pointing to where they would like to go Shape Stacks objects using flat surfaces Responds to changes of shape Attempts, sometimes successfully, to match shapes with spaces on inset puzzles Pattern Joins in with repeated actions in songs and stories Initiates and continues repeated actions Measures Shows an interest in objects of contrasting sizes in meaningful contexts Gets to know and enjoys daily routine Shows an interest in emptying containers	Spatial Awareness Enjoys filling and emptying containers Investigates fitting themselves inside and moving through spaces Shape Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements Pattern Becoming familiar with patterns in daily routines Joins in with and predicts what comes next in a story or rhyme Beginning to arrange items in their own patterns, e.g. lining up toys Measures Shows an interest in size and weight Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Beginning to understand that things might happen now or at another time, in routines	Spatial Awareness Begins to remember their way around familiar environments Shape Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Pattern Is interested in what happens next using the pattern of everyday routines Measures Beginning to understand some talk about immediate past and future	Spatial Awareness Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Shape Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Pattern Is interested in what happens next using the pattern of everyday routines Measures Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time	Spatial Awareness Moves their bodies and toys around objects and explores fitting into spaces Shape Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Pattern Joins in and anticipates repeated sound and action patterns Measures Explores differences in size, length, weight and capacity	Spatial Awareness Predicts, moves and rotates objects to fit the space or create the shape they would like Shape Chooses items based on their shape which are appropriate for the child's purpose Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes	Spatial Awareness Responds to and uses language of position and direction Shape Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items	Pattern Creates their own spatial patterns showing some organisation or regularity Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures Recalls a sequence of events in everyday life and stories	Pattern Spots patterns in the environment, beginning to identify the pattern "rule" Measures Becomes familiar with measuring tools in everyday experiences and play	Pattern Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat Measures Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars	Measures Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy	<b>Numerical Patterns ELG</b> 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.
		Numerical patterns(shape and measures)	Measures Shows an interest in objects of contrasting sizes in meaningful contexts Gets to know and enjoys daily routine Shows an interest in emptying containers	Measures Shows an interest in size and weight Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Beginning to understand that things might happen now or at another time, in routines	Measures Beginning to understand some talk about immediate past and future	Measures Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.	Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Understand position through words alone –for example, "The bag is under the table," –with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Combine shapes to make new ones –an arch, a bigger triangle etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	

		Range 2	Range 3	Range 4			Range 5			Range 6			
		12-18 m	18-24 m	24-36 months			36-48 months			48-71 months			ELG's
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	

### Understanding the World

<b>B to 5</b>	People and Communities	Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with Develops a sense of belonging to their family and their key carer Recognises key people in their own live	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Is interested in photographs of themselves and other familiar people and objects Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.	Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird	Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others	Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Beginning to have their own friends	Shows interest in the lives of people who are familiar to them Recognises and describes special times or events for family or friends	Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Shows interest in different occupations and ways of life indoors and outdoors	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	Enjoys joining in with family customs and routines 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, cultures and traditions		<b>People Culture and Communities ELG</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <b>Past and Present ELG</b> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling
		<b>DM</b>	People, Culture and Communities			Make connections between the features of their family and other families. Notice differences between people.	Show interest in different occupations.	Continue to develop positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Draw information from a simple map. Understand that some places are special to members of their community.	Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	
		<b>DM</b>	Past and Present			Make connections between the features of their family and other families.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Begin to make sense of their own life-story and family's history.	Explore the natural world around them.	Describe what they see, hear and feel whilst outside.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	

<b>B to 5</b>	<b>The World</b>	Closely observes what animals, people and vehicles do Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves Looks for dropped objects Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing	Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking Remembers where objects belong Matches parts of objects that fit together, e.g. puts lid on teapot	Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake	Notifies detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects	Notifies detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment	Begin to understand the effect their behaviour can have n the environment	Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes	Looks closely at similarities, differences, patterns and change in nature	Knows about similarities and differences in relation to places, objects, materials and living things	<b>The Natural World ELG</b> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<b>DM</b>	<b>The Natural World</b>				Explore and respond to different natural phenomena in their setting and on trips.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.	Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Plant seeds and care for growing plants. Talk about what they see, using a wide vocabulary.	Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal. Talk about what they see, using a wide vocabulary.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	
<b>B to 5</b>	<b>Technology</b>	he beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them	Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car	Plays with water to investigate “low technology” such as washing and cleaning Uses pipes, funnels and other tools to carry/transport water from one place to another	Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car	Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support	Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels	Uses ICT hardware to interact with age-appropriate computer software	Develops digital literacy skills by being able to access, understand and interact with a range of technologies	Completes a simple program on electronic devices Can create content such as a video recording, stories, and/or draw a picture on screen Can use the internet with adult supervision to find and retrieve information of interest to them	

		<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>			<b>Range 5</b>			<b>Range 6</b>			
		12-18 m	18-24 m	24-36 months			36-48 months			48-71 months			<b>ELG's</b>
				Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2	
<b>Expressive Arts and Design</b>													

<b>B to 5</b>	Creating with Materials	Experiments with a range of media – tools, materials, sound and whole-body movement - through multi-sensory exploration	Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Mirrors and improvises actions they have observed, e.g. clapping or waving Sings/vocalises whilst listening to music or playing with instruments/sound makers Notices and becomes interested in the transformative effect of their action on materials and resources	Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas	Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas	Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas	Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Enjoys joining in with moving, dancing and ring games Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home	Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally Continues to explore colour and how colours can be changed	Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose	Begins to build a collection of songs and dances Uses their increasing knowledge and understanding of tools and materials to explore their interests and develop their thinking	Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts	Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	<b>Creating with Materials ELG</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.
		<b>DM</b>	Creating with Materials	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Enjoy and take part in action songs, such as ‘ Twinkle, Twinkle Little Star’. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. Manipulate and play with different materials.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	Join different materials and explore different textures. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.	Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.			
<b>B to 5</b>	Being Imaginative and Expressive	Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)	Expresses self through physical actions and sound Pretends that one object represents another, especially when objects have characteristics in common Creates sound effects and movements, e.g. creates the sound of a car, animals	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music	Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music	Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively Creates rhythmic sounds and movements	Uses movement and sounds to express experiences, expertise, ideas and feelings Experiments and creates movement in response to music, stories and ideas Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories	Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Plays alongside other children who are engaged in the same theme	Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play	Creates representations of both imaginary and real-life ideas, events, people and objects Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences Introduces a storyline or narrative into their play	Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this /child physically</i>	<b>Being Imaginative and Expressive ELG</b> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate

				imaginatively, e.g. scary music Creates rhythmic sounds and movements	imaginatively, e.g. scary music Creates rhythmic sounds and movements							<i>demonstrates</i> , <i>that peg looks like a mouth</i>	– try to move in time with music
<b>DM</b>	Being Imaginative and Expressive					Join in with songs and rhymes, making some sounds. Explore a range of sound-makers and instruments and play them in different ways.	Listen with increased attention to sounds.	Remember and sing entire songs.	Create their own songs, or improvise a song around one they know.	Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	