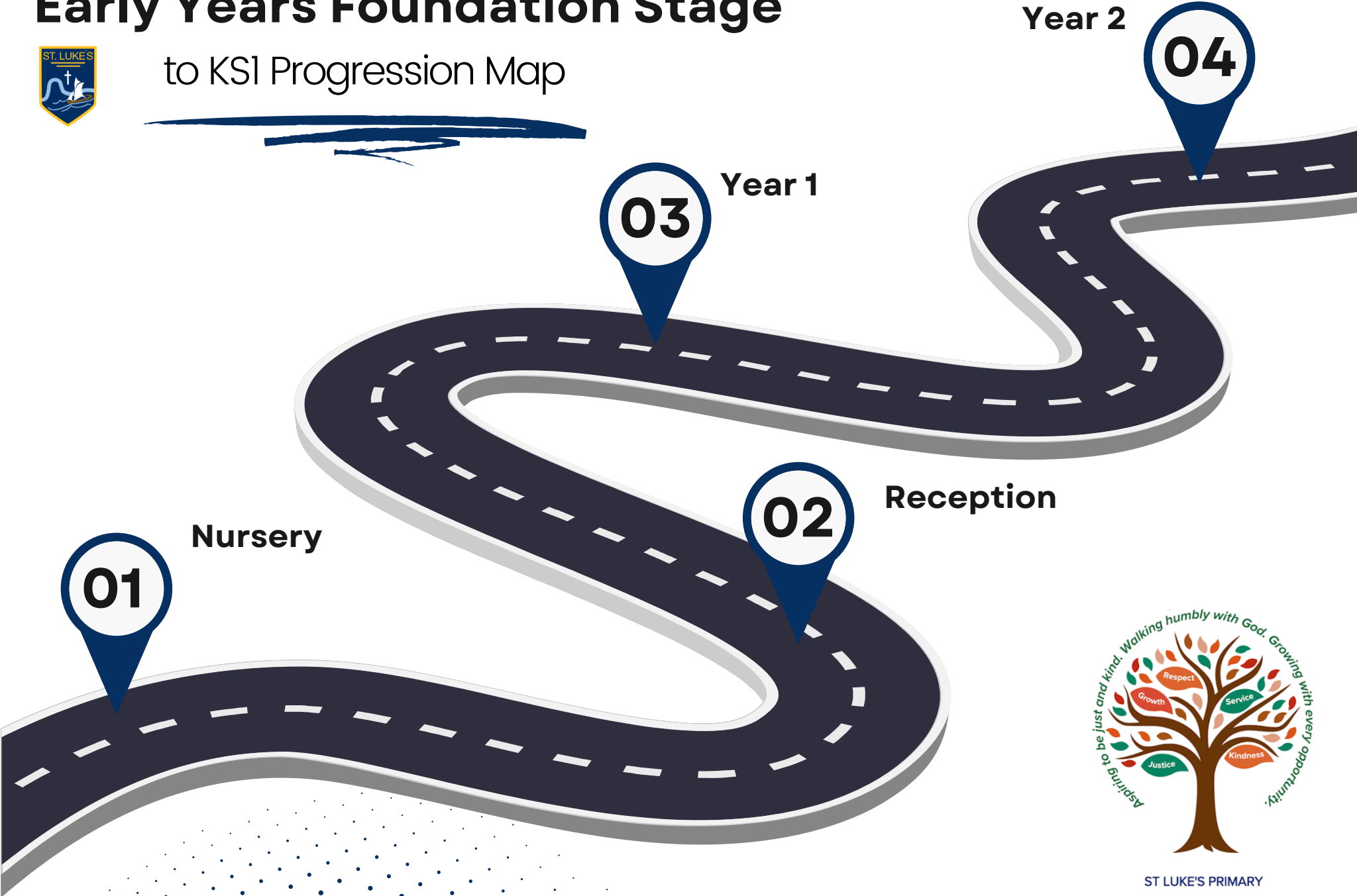


# Early Years Foundation Stage



to KS1 Progression Map



01

Nursery

02

Reception

03

Year 1

04

Year 2





# Early Reading

## Learning to read

## Reading to learn

## Reading for enjoyment

### Nursery

Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing

Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

### Relevant ELG

ELG: Comprehension  
– Anticipate– where appropriate – key events in stories

ELG: Word reading  
– Say a sound for each letter in the alphabet and know 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

ELG: Language and communication  
– Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions

ELG: Comprehension  
– Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG: Comprehension  
– Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

ELG: Past and present  
– Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG: Being imaginative and expressive  
– Invent, adapt and recount narratives with peers and their teachers

### KS1 readiness objectives

- Developing phonemic knowledge through Little Wandle and other phonic opportunities.
- Developing a knowledge of stories including rhyme and identify the rhyming words within them.
- Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.

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- Developing a knowledge of stories including rhyme and identify the rhyming words within them.
- Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.

- Routinely accessing picture books and stories
- Listening to others expressively tell stories.
- Learning that stories and books can put them in imaginary worlds full of adventure and excitement.

**SEND:** Ensure pupils have access to interventions to support with developing phonetical understanding  
 Exposure to appropriate books/stories to support development  
 Picture prompts to support with letter recognition  
 Flash cards to develop understanding





# Early Writing

	<b>Learning to write</b>	<b>Writing to learn</b>	<b>Writing for enjoyment</b>
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<b>Nursery</b>	Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.		
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<b>Relevant ELG</b>	<p>ELG: Writing</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul> <p>ELG: Speaking</p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>		<p>ELG: Writing</p> <ul style="list-style-type: none"> <li>- Write simple phrases and sentences that can be read by others</li> </ul> <p>ELG: Speaking</p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul> <p>ELG: Past and present</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> </ul> <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives with peers and their teachers</li> </ul>
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<b>KS1 readiness objectives</b>	<ul style="list-style-type: none"> <li>• Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Write independently to communicate their thoughts and ideas about their lived experiences. • Write words and sentences to help them to remember what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>• Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</li> </ul>
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**SEND:** Pencil grips Letter formation cards/name cards Scaffolds/Differentiation to support developmental writing Physical resources to support with showing understanding of blending/CVC words See Physical Development to support development of fine motor skills





**Nursery**

**Number**

**Measurement**

**Geometry**

**Nursery**

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and identify the patterns around them. 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'

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'.

Understand position through words alone with no pointing.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.

**Relevant ELG**

ELG: Number

- 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 and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Number patterns

- 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

**KS1 readiness objectives**

- To count confidently
- To show a deep understanding of numbers up to 10
- To match numerals with a group of objects to show how many there are (up to 10)
- To be able to identify relationships and patterns between numbers up to 10
- To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways
- To add and subtract one in practical activities

- To measure themselves and everyday objects using a mixture of non-standard and standard measurements
- To develop spatial reasoning using measures
- To begin to order and sequence events using everyday language related to time
- To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars
- To explore the use of different measuring tools in everyday experiences and play

- To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them
- To use spatial language, including following and giving directions, using relative terms
- To develop spatial reasoning with shape and space
- To compose and decompose shapes, and understanding which shapes can combine together to make another shape

**SEND: Photo and pictorial prompts to support with understanding**  
**Use of Makaton/Communication boards to support with explaining understanding**  
**Regular exposure to patterns & extra modelling of solving these**





Working scientifically

Plants

Animals including humans

Everyday materials

Seasonal change

Nursery

-Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Begin to make sense of their own lifstory and family's history. -Show interest in different occupations. Explore how things work. -Continue developing 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. -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. -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice.

Relevant ELG

ELG: Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding. ELG: Fine motor skills - Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Building Relationships - Work and play cooperatively and take turns with others.

ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of plants and animals. - 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.

ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of plants and animals. - 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.

ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

KS1 readiness objectives

To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers

To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers

To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of

To recognise that different everyday objects are made from different materials To describe how different objects look and feel

To know about different types of weather To observe changes in trees and plants as the seasons progress

SEND: Picture prompts to support with understanding Use of Makaton/Communication boards to ensure pupils can explain their understanding Ensure pupils have sensory opportunities to explore world around them appropriately Real life opportunities





# Computing

Nursery

Safe, effective and competent use of technology Personal use, devices, safety

Computer science and coding Algorithms, programming

Using information effectively Personal information, software/application knowledge

Personal, Social and Emotional Development: • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: • sensible amounts of 'screen time'  
Physical Development: • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Expressive Arts and Design: • Explore, use and refine a variety of artistic effects to express their ideas and feelings

Relevant ELG

ELG: Personal, Social and Emotional Development:

Managing self: • 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

ELG: Expressive Arts and Design:

Creating with Materials: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG: Understanding the World:

Past and Present: • Talk about the lives of people around them and their roles in society.

• Know some differences and similarities between things in the past and now, drawing on their experiences. People, Culture and Communities.

• Describe their immediate environment using knowledge from observation, discussion, texts, maps.

KS1 readiness objectives

- Awareness of different technologies in and out of school
- Awareness of the cause and effect of technology
- Awareness of digital storage of information- photography, digital writing and research information
- Awareness of input and outputs of devices
- Can use technology to express creatively and constructively

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SEND: Picture prompts to support with understanding  
Use of Makaton/Communication boards to ensure pupils can explain their understanding  
Videos/books to develop understanding





# Art and Design

	Using Materials	Drawing, painting and sculpture	Drawing, painting and sculpture	Comparing and evaluating work
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Nursery

Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. 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. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fe

Relevant ELG

ELG: Fine motor skills – Use a range of small tools, including scissors, paint brushes and cutlery – Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases

ELG: Creating with materials – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function ELG: Self-regulation – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

ELG: Managing self – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

ELG: Fine motor skills – Begin to show accuracy and care when drawing

ELG: Creating with materials – Share their creations, explaining the process they have used

KS1 readiness objectives

- Hold tools like pencils, paint brushes, scissors with increasing precision
- Experiment with using different everyday and art materials to explore colour, texture and form

- To explore their ideas and imagination by creating drawings, paintings and sculptures.
- To explore creating designs and art work on a range of scales.

- To explore a range techniques to draw, paint, print and sculpt to help them create art work.

- Recognising and exploring the colour, patterns and shapes in other artist's work.
- Expressing opinions and feelings in response to their own art work and other artist's work.
- Sharing their work with other people, talking about what they have created it

SEND: Picture prompts to support with understanding  
 Use of Makaton/Communication boards to ensure pupils can explain their understanding  
 Videos/books to develop understanding





Vocalising and singing

Hearing and listening

Moving and dancing

Exploring and playing

Nursery

• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

Relevant ELG

ELG: Managing self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ELG: Being imaginative and expressive - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music

ELG: Listening, attention and understanding - 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 ELG: Speaking - 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

ELG: Gross motor skills - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Being imaginative and expressive - Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with the music

ELG: Building relationships - Work and play cooperatively and take turns with others ELG: Listening, attention and understanding - 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

KS1 readiness objectives

• To join in with singing familiar songs and rhymes. • To make up songs and rhymes of their own. • To match the pitch of their voice to the pitch of the song they are singing.

• To listen to live and recorded music, hearing lyrics, rhymes and instruments. • To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. • To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.

• To respond to music, including individual instruments with movement and dance • To match movements to the rhythm and pulse of a piece of music

• To explore the range of sounds made by different instruments. • To use a range of percussive instruments to enhance songs and rhymes. • To know the names of instruments that they have explored and used.

SEND: Picture prompts to support with understanding  
Use of Makaton/Communication boards to ensure pupils can explain their understanding  
Videos/books to develop understanding







# Geography

	Locational knowledge	Knowledge of places	Human and Physical geographical knowledge	Using maps
Nursery	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos            Talk about what they see, using a wide vocabulary.            Explore how things work</p>			
Relevant ELG	<p>ELG: The natural world - Explore the natural world around them, making observations and drawing pictures of animals</p>	<p>ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p> <p>ELG: The natural world - Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p>	
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• Know where they live</li> <li>• Know how they travel to school</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the differences they notice when they are in different places</li> <li>• Talk about places when looking at books and watching tv/videos</li> <li>• Talking about places they have been to</li> <li>• Talk about places in stories</li> <li>• Using language that relates to place</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise elements of their environment that are manmade and natural</li> </ul>	<ul style="list-style-type: none"> <li>• Make maps from stories</li> <li>• Follow simple maps in play</li> </ul>

**SEND: Picture prompts to support with understanding**  
**Use of Makaton/Communication boards to ensure pupils can explain their understanding**  
**Videos/books to develop understanding**





# History

**Using language associated with the past**      **Remembering and discussing their own lives**      **Talking about things they have done with people that are special to them**      **Recognising chronology within stories**

**Nursery**

Talk about what they see, using a wide vocabulary.  
 Begin to make sense of their own life-story and family's history  
 Explore how things work.  
 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

**Relevant ELG**

ELG: Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ELG: Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher  
 ELG: Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

ELG: Listening - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding  
 ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.  
 ELG: Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

ELG: Past and present - Understand the past through settings, characters and events encountered in books read in class and storytelling

**KS1 readiness objectives**

- Use words associated with the past including yesterday, last week, last year
- Use past tense when speaking about things that happened in the past

- Share their memories of significant events in their own lives.
- Talk about things that have changed.
- Begin to put these events in order

- Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
- Begin to put events in order.

- Talk about the order of events in a range of familiar stories.
- Recognise language in stories that shows the story happened in the past.

**SEND: Picture prompts to support with understanding**  
**Use of Makaton/Communication boards to ensure pupils can explain their understanding**  
**Videos/books to develop understanding**





RE

Believing

Living

Expressing

Nursery

- Continue developing positive attitudes about the differences between people
- Begin to make sense of their own life-story and family's history.

Relevant ELG

ELG: listening, attention and understanding – 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 ELG: self-regulation – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ELG: people, culture and communities – 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 .

KS1 readiness objectives

- To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories

- To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events • To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines • To be able to express some of their own families' customs and traditions

- To know that different people have a range of different ways of showing their beliefs, including prayers and worship • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

SEND: Picture prompts to support with understanding  
 Use of Makaton/Communication boards to ensure pupils can explain their understanding  
 Videos/books to develop understanding





Relationships

Health & Wellbeing

Living in the wider world

Nursery

• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • 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

Relevant ELG

ELG: Listening, attention and understanding - 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 ELG: Speaking - 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.

ELG: Building relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' need

ELG: Self-regulation - 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 ELG: Managing self - 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

ELG: People, culture and communities - 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

KS1 readiness objectives

• Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others

• Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations.

• Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers).

SEND: Picture prompts to support with understanding  
Use of Makaton/Communication boards to ensure pupils can explain their understanding  
Videos/books to develop understanding





# Foreign Languages

	Recognising cognates	Ball Skills	Games
Nursery	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> </ul>		
Relevant ELG	<p>ELG: Listening, attention and understanding – Make comments about what they have heard and ask questions to clarify their understanding</p>	<p>ELG: Speaking – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>ELG: People, culture and community – 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 – where appropriate – maps</p>
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• To know that there are words that sound familiar in English and other languages.</li> <li>• To have the opportunity to explore language and use known cognates in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use words and phrases relevant to classroom experiences from a range of languages</li> </ul>	<ul style="list-style-type: none"> <li>• To celebrate the range of languages spoken by other pupils.</li> <li>• To have the opportunity to listen to the spoken languages of multilingual pupils in class.</li> <li>• To have the opportunity to learn words and phrases from other pupils who are multilingual.</li> </ul>

**SEND:** Picture prompts to support with understanding  
 Use of Makaton/Communication boards to ensure pupils can explain their understanding  
 Videos/books to develop understanding





Design Technology

	Design	Make	Evalute	Structures	Food
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**Nursery**

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

ELG: Creating with Materials – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Relevant ELG**

<p>ELG: Listening, Attention and Understanding – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG: Self-Regulation – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>ELG: Managing self – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Fine motor skills – Use a range of small tools, including scissors, paintbrushes and cutlery. ELG: Creating with Materials – 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.</p>	<p>ELG: The Natural World – Explore the natural world around them, making observations and drawing pictures of plants and animals. – 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.</p> <p>ELG: Speaking – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>ELG: Managing self – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: Fine motor skills – Use a range of small tools, including scissors, paint brushes and cutlery;</p>
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**KS1 readiness objectives**

<ul style="list-style-type: none"> <li>• To describe something they want to make / build / construct</li> <li>• To say who they are making / building / constructing for</li> <li>• To talk about what materials they are going to use when making / building / constructing</li> </ul>	<ul style="list-style-type: none"> <li>• To make / build / construct objects using a variety of materials</li> <li>• To join materials together when making / building / constructing</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about their constructions / products, and what they are pleased with</li> <li>• To talk about their constructions and say how it could be even better</li> <li>• To talk about everyday objects that they like and say why they are good</li> </ul>	<ul style="list-style-type: none"> <li>• To build / construct structures from a range of materials to a design brief that they have created or been given.</li> <li>• To build / construct structures that are tall or strong.</li> <li>• To know that tape and glue can join materials together and can make structures stronger.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise different foods as either healthy or unhealthy</li> <li>• To know how to use basic cutlery and utensils to make and eat food</li> <li>• To follow simple instructions to make different foods</li> <li>• To know when we make food for other people that it needs to be appealing</li> </ul>
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SEND: Picture prompts to support with understanding  
 Use of Makaton/Communication boards to ensure pupils can explain their understanding  
 Videos/books to develop understanding





Physical Education

	Fundamentals	Ball skills	Games	Gymnastics	Dance
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**Nursery**

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Relevant ELG**

ELG: Gross motor skills – Negotiate space and obstacles safely, with consideration for themselves and others. – Demonstrate strength, balance and coordination when playing  
 ELG: Fine motor skills – Use a range of small tools, including scissors, paint brushes and cutlery  
 ELG: Self-regulation – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  
 ELG: Managing self – Explain the reasons for rules, know right from wrong and try to behave accordingly  
 ELG: Building relationships – Work and play cooperatively and take turns with others

ELG: Gross motor skills – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing  
 ELG: Self-regulation – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  
 ELG: Building relationships – Work and play cooperatively and take turns with others

**KS1 readiness objectives**

- To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. • To use their core muscle strength to achieve a good posture. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- To combine different movements with ease and fluency. • To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- To negotiate space and obstacles safely, with consideration for themselves and others. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • To combine different movements with ease and fluency. •
- To use a more fluent style of moving, developing control and grace. • To combine different movements with ease and fluency.

SEND: Small group SEND PE sessions  
 Sensory circuits  
 Use of Makaton/Communication boards to ensure pupils can explain their understanding  
 Videos/books to develop understanding

