

|             | By the age of 2, I might:   | By the age of 3, I might:   | By the age of 4, I might:  | Early Learning Goals:<br>End of Reception Year   |
|-------------|---|---|--|--|
| Literacy    | <p><b>Word Reading and Comprehension</b></p> <ul style="list-style-type: none"><li>• Enjoy picture books, recognising fine detail in my favourite pictures.</li><li>• Like to share stories with you and can find my favourite books for you to read to me.</li><li>• Have favourite rhymes and songs and join in with the actions.</li><li>• Join in singing some words to familiar songs (or use my preferred method of communication).</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Need to hear words lots of time and then start to learn to use these.</li><li>• Need to explore what happens when I use my hands and feet in lots of different ways.</li><li>• Know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.</li></ul>  | <p><b>Word Reading and Comprehension</b></p> <ul style="list-style-type: none"><li>• Have some favourite rhymes and songs.</li><li>• Join in with words and phrases that appear over and over again, when you read me my favourite stories.</li><li>• Tell you the missing word or phrase in stories and rhymes that I know really well, such as 'Humpty Dumpty sat on a ...'</li><li>• Ask questions about the book and makes comments, may shares their own ideas.</li><li>• Develop play around favourite stories using puppets and props.</li><li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Tell you about the different marks I make in my writing and drawing, e.g. 'That says Mummy' or 'That's my name/me'.</li><li>• Hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.</li><li>• Draw lines that go across, up and down, round and round and pictures to show numbers and amounts.</li></ul>   | <p><b>Word Reading and Comprehension</b></p> <ul style="list-style-type: none"><li>• Be able to follow simple stories without pictures.</li><li>• Join in with rhymes and recognise when words start the same letter, like 'big boat' and 'tall tower'.</li><li>• Clap my hands to match the sounds in words, like 2 claps for 'he-llo'.</li><li>• Listen and join in when we read books and sing rhymes.</li><li>• Talk about the places and people in stories and the important things that are happening and can guess what will happen next.</li><li>• Show you words when we are outdoors.</li><li>• Recognise my own name and words that are special to me, like 'Mummy' and my favourite shops and foods.</li><li>• Know that books can tell me things like the names of cars I am interested in.</li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• Know where the words start on a page.</li></ul> <p><b>Understand the five key concepts about print:</b></p> <ol style="list-style-type: none"><li>1. print has meaning</li><li>2. the names of the different parts of a book</li><li>3. print can have different purposes</li><li>4. page sequencing</li><li>5. we read English text from left to right and from top to bottom</li></ol> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Look at your writing, and tell you what I think it means, like the shopping list says, 'beans and chips and ice cream'.</li><li>• Make the lines and marks that I want with a pencil.</li><li>• Use some of my print and letter knowledge in my early writing, e.g. writing a pretend shopping list that starts at the top of the page or write 'm' for Mummy.</li><li>• Write some or all of my name.</li></ul>  | <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li><li>- Read words consistent with their phonic knowledge by sound-blending;</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> <p><b>ELG: Writing</b></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>   |
| Mathematics | <p><b>Number</b></p> <p>React to changes of amount in a group of up to three items, e.g. change my expression or comments when an additional 'toy or desired object' is given or taken away.</p> <ul style="list-style-type: none"><li>• Start using counting-like behaviours, such as making sounds or pointing when you count 1, 2, 3. Know that when you hide a toy under a blanket, I will find it under the blanket.</li><li>• Say number names in a mixed-up order when I am playing with my toys or singing songs.</li><li>• Take part in finger rhymes using numbers.</li><li>• Combine objects like stacking blocks and cups and put objects inside others and take them out again.</li><li>• Be able to sort out my toys and other things so that all the same ones are together.</li></ul> <p><b>Numerical Patterns (and Shape, Space and Measure)</b></p> <ul style="list-style-type: none"><li>• Climb onto things and might squeeze myself into different types of spaces.</li><li>• Try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.</li><li>• Build towers and make long lines across the floor with bricks.</li><li>• Know the order I need to use things to help me get ready at bedtime or to get dressed.</li></ul> | <p><b>Number</b></p> <ul style="list-style-type: none"><li>• Say some number names in order, sometimes I skip a number.</li><li>• Give you the right number of objects from a collection when you say, 'please give me one', 'please give me two'.</li><li>• Draw lines that go across, up and down, round and round and pictures to show numbers and amounts.</li><li>• Use words like 'more', 'lots' and 'same' to describe amounts of objects.</li><li>• Know that if I add a toy to a collection or some food to my plate I have more and if I take something away, I do not have as much.</li></ul> <p><b>Numerical Patterns (and Shape, Space and Measure)</b></p> <ul style="list-style-type: none"><li>• Notice and point out shapes and patterns in pictures and on clothes.</li><li>• Enjoy arranging things into patterns.</li><li>• Sort a collection of objects so that ones that are the same or very similar shape or size are altogether.</li><li>• Show you which group of toys or plate of food has 'more'.</li><li>• Compare size and weight using gesture and language, e.g. 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li></ul> <p>Know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.</p> | <p><b>Number</b></p> <ul style="list-style-type: none"><li>• Show fast recognition of up to 3 objects, without having to count them individually ('subitising').</li><li>• Recite numbers past 5.</li><li>• Know that the last number reached when counting a small set of objects tells me how many things there are in total ('cardinal principle').</li><li>• Use my fingers, pictures, or marks to show you how many things there are; using 1-1 correspondence up to 5.</li><li>• Link numerals and amounts, e.g. showing the right number of objects to match a numeral, up to 5.</li><li>• Experiment with my own symbols and marks as well as numerals.</li><li>• Be interested in numbers and talk about them, I might ask you questions.</li><li>• Show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.</li><li>• Talk about the numbers I see when we are outdoors.</li></ul> <p><b>Numerical Patterns (and Shape, Space and Measure)</b></p> <ul style="list-style-type: none"><li>• Say numbers in order from 1 to 10.</li><li>• Know that I can count claps and jumps as well as things like apples and buses and dinosaurs.</li><li>• Use some number names and words like 'more than' and 'fewer than' when I am playing.</li><li>• Sometimes match a numeral to the right number of things, like '3' to three balls.</li><li>• Select shapes appropriately, like a flat surface for building onto, a triangular prism for a roof or combine blocks to make a road etc.</li><li>• Talk about and explore 2D and 3D shapes, including in the environment (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li><li>• Talk about and identify the patterns around me, e.g. stripes on clothes, designs on rugs and wallpaper, use informal language like 'pointy', 'spotty', 'blobs'.</li><li>• Extend and create ABAB patterns – stick, leaf, stick, leaf and will notice and correct an error in a repeating pattern.</li><li>• Use and understand words like 'under', 'next to' and 'in front of' to describe where things are.</li><li>• Make comparisons between objects relating to size, length, weight and capacity.</li></ul> | <p><b>ELG: Number</b></p> <ul style="list-style-type: none"><li>- Have a deep understanding of number to 10, including the composition of each number;</li><li>- Subitise (recognise quantities without counting) up to 5;</li><li>- 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.</li></ul> <p><b>ELG: Numerical Patterns</b></p> <ul style="list-style-type: none"><li>- Verbally count beyond 20, recognising the pattern of the counting system;</li><li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li><li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul> |

|                         |  |  |   |  |
|-------------------------|--|--|---|--|
| Understanding the World | <p><b>Past and Present</b></p> <ul style="list-style-type: none"><li>• Know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.</li><li>• Repeat actions that have an effect; like releasing balls with a hammer on my whacker tray or pouring water to turn the watermill.</li></ul> <p><b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"><li>• Like to look at and talk to you about photos of people and things that are special to me, such as family members, brothers and sisters, friends, and pets.</li><li>• Like to listen to stories about children and families.</li><li>• Begin to notice differences between people.</li></ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"><li>• Like to explore things indoors and out, to see what I can do with them.</li><li>• Explore natural and man-made materials; I might shake them, tap things with them, look at them, touch them, stroke them, put them in my mouth or pull them to find out what happens.</li><li>• Put things together that belong together, such as a lid on the teapot or a lid on a box</li><li>• Explore and respond to different natural phenomena when outdoors, e.g. scream when it is lightning or giggle when it begins to rain.</li></ul>                 | <p><b>Past and Present</b></p> <ul style="list-style-type: none"><li>• Show some appreciation of difference between present and past, for example knows that Grandad was born a long time ago or that they went to the park 'last week' 'yesterday' or 'ages ago' (may not get the time frame accurate).</li></ul> <p><b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"><li>• Recognise photos of my friends, family and other special people and tell you who they are.</li><li>• Use my toys to pretend familiar, everyday routines, such as cooking or looking after a baby.</li><li>• Be starting to make friends.</li><li>• Talk about how I am the same and different from other people based on my familiar experiences, such as what I like to eat or what clothes I wear.</li></ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"><li>• Play with toys such as toy cars, trains, animals, and people and talk about what happens as I play with them.</li><li>• Talk about what I see when I play outside, such as splashing in puddles or digging in the mud.</li><li>• Name some animals and features of the natural world, e.g. a sheep and a tree.</li></ul>  | <p><b>Past and Present</b></p> <ul style="list-style-type: none"><li>• Appreciate past, present, and future time.</li><li>• Be beginning to notice changes in things, e.g. when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger.</li><li>• Be beginning to make sense of my own life-story and my family's history.</li><li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. </li></ul> <p><b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"><li>• Be interested in the grown-ups I know and talk about where they live and what they do.</li><li>• Remember times that are special to me and talk about them, like the first day I got my scooter or my birthday party.</li><li>• Talk about people and times that are special to me and my family and friends, like 'remember the party when we had fireworks and big bangs'.</li><li>• Be interested in the different jobs that grown-ups do, like fire fighters and doctors.</li><li>• Know that I am special and some things that I do are the same as my friends and some things are different. I might say things like 'I don't eat meat' and 'I go to the same swimming pool as my friends'.</li></ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"><li>• Talk about my home and the places that I know like the park, the shops, and the library. Sometimes I ask questions about the animals and trees I see.</li><li>• Talk about plants and animals that interest me, like next door's dog that barks and know that we need to water the plants.</li><li>• Talk about why things happen and how things work, like 'where does all the bathwater go when it goes down the plughole?'</li><li>• Know that we have to be careful with animals and plants and remember not to pick the flowers and to stroke the cat gently.</li><li>• Explore and talk about different forces I can feel, e.g. how the wind 'pushes' me along or how I need to 'pull' the trolley.</li><li>• Talk about the differences between materials and changes I notice, e.g. when the chocolate melts or the puddles begin to dry up.</li><li>• Know that there are different countries in the world and they have different features, e.g. some are hot, some are cold.</li></ul> | <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"><li>- Talk about the lives of the people around them and their roles in society;</li><li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li><li>- 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;</li><li>- 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.</li></ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"><li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li><li>- 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;</li><li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul> |
|                         | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>• Need to explore lots of different objects and materials to find out what I can do with them.</li><li>• Use chunky pens or crayons to make lines that go up and down and round and round.</li><li>• Explore paint, using fingers and other parts of my body as well as brushes and other tools.</li></ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"><li>• Jump, bounce or swing my arms when I hear music or songs that I like.</li><li>• Join in with some of the words and actions I know when you sing my favourite songs.</li><li>• Start to make different sounds, like fast and loud noises, when I am playing musical instruments or exploring everyday things, like spoons, pots, or plastic bowls.</li><li>• Follow my parent or carer around the house and copy domestic activities like making dinner, sweeping up or fixing a shelf.</li><li>• Start to develop pretend play, pretending that one object represents another, e.g. holding a wooden block to my ear and pretending it's a phone, or pretending my teddy is a hungry baby.</li><li>• Spontaneously engages in simple role or make-believe activities.</li><li>• Use my hands to make marks in paint or mud, as I make the marks with my hands, I might make different sounds like 'weeee'.</li></ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>• Explore what happens when I use different types of paint, pens, pencils, crayons, paper and glue.</li><li>• Start to make marks intentionally and may name features of my drawings/paintings.</li><li>• Use my imagination as I consider what to do with different objects and materials I have explored, like land art items or building blocks.</li><li>• Make simple models which express my ideas.</li><li>• Thread large wooden beads onto shoelaces.</li><li>• Know how to hold scissors and be able to open and shut the blades to snip paper.</li><li>• Engage in messy play and explore different textures and materials.</li></ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"><li>• Join in with singing my favourite songs and rhymes.</li><li>• Explore the different sounds I can make using musical instruments or objects such as spoons, pots, and plastic bowls.</li><li>• Join in with dancing to songs and dancing when I hear musical instruments being played.</li><li>• Create vivid make-believe scenes, including inventing people and objects; like rescuing a dog as a fire fighter, or being a monster that eats all the trees.</li><li>• Enjoy playing on the floor with bricks, boxes, toy trains and dolls, etc. alone, in company, or with siblings.</li><li>• Tell you what the different marks I make in my drawings are.</li><li>• Use toys and clothes to pretend familiar, everyday routines, such as cooking or looking after a baby or acting out pretend roles that I am interested in, such as being a fire fighter or a princess.</li></ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>• Begin to talk about my drawings or creations before making them.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and include other details.</li><li>• Like to draw or paint a picture, make up a dance, song or rhyme in response to something exciting I've done.</li><li>• Construct out-of-doors, building with any materials available.</li><li>• Make lines and build with blocks or construction sets, joining the pieces together to make things like houses, roads, and car parks etc.</li><li>• Know that I can use tools like scissors, spoons, and hammers to do different things.</li><li>• Use the skills I have developed to join different materials together, using glue or different tapes or for example.</li><li>• Engage in messy play <i>with a widening range of materials</i>.</li><li>• Explore colour and colour-mixing.</li></ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"><li>• Be able to sing some familiar songs and are beginning to move with rhythm, especially when I hear music I like.</li><li>• Sing to myself and change songs I know to make up my own songs and rhythms.</li><li>• Play instruments with increasing control to express my feelings and ideas.</li><li>• Move around in different ways when I am happy or excited, sometimes I dance and jump up and down to music.</li><li>• Take part in dramatic make-believe or fantasy play and enjoy dressing-up.</li><li>• Use ordinary things and pretend they are something else, like a spoon is a fire hose and bricks are fish fingers and chips.</li><li>• Start to like some things more than others, sometimes I might like painting and drawing more than dancing or singing.</li><li>• Notice the things that adults do, like cooking, cleaning, and driving, and pretend to do the same.</li><li>• Pretend play something special that has happened to me, like feeding the new baby or going for my first swimming lesson.</li><li>• Like to play with small world figures and animals and make up stories, like superheroes rescuing people from a building or animals eating the grass.</li></ul>   | <p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"><li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>- Share their creations, explaining the process they have used;</li><li>- Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"><li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>- Sing a range of well-known nursery rhymes and songs;</li><li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>  |