

Early Years: Knowledge, Vocabulary & Skills Progression for COMMUNICATION & LANGUAGE / ORACY

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become confident and effective communicators. This takes place through child initiated learning, planned experiences and activities, studies of a particular author or book, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p>Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Make sounds to get attention in different ways (crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like 'ba- ba', 'mamama'.</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Understand simple instructions like "give to mummy" or "stop"</p> <p>Recognise and point to objects if asked about them.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
<p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Can become frustrated when they can't make themselves understood.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p>	<p>Use the speech sounds p, b, m, w.</p> <p>Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>		

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<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Please see vocabulary documents for:</p> <ul style="list-style-type: none"> • All subject specific knowledge, vocabulary and skills • Oracy Curriculum for Reception to Year 6 • Language Progression for Reception to Year 6
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<p>Disciplinary Knowledge</p>	<p>All pupils make progress to the maximum of their SLC potential.</p> <p>Pupils' vocabulary will increase, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and wide range of topics, and to enhance their knowledge about language as a whole.</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i></p>	<p><i>Please see all PLED for all subject specific knowledge, vocabulary and skills.</i></p>
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Cross-curricular links	
Maths	Subject specific vocabulary and grammar
English	Subject specific vocabulary and grammar
Science	Subject specific vocabulary and grammar
Design Technology	Subject specific vocabulary and grammar
PSED/RSHE	Subject specific vocabulary and grammar
Music	Subject specific vocabulary and grammar
P.E.	Subject specific vocabulary and grammar
History	Subject specific vocabulary and grammar
Geography	Subject specific vocabulary and grammar
R.E.	Subject specific vocabulary and grammar
Oracy	Clarity, fluency and within context

Early Years: Knowledge, Vocabulary & Skills Progression for ENGLISH

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful communicators and writers. This takes place through child initiated learning, planned experiences and activities, studies of a particular author or book, or alongside whole school themes or events.

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Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</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.</p> <p>Write some letters accurately</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>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 (red words) matched to the school's phonic programme</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Compare and contrast characters from stories, including figures from the past. Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in story times.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><i>Comprehension</i></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>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><i>Word Reading</i></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><i>Writing</i></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by</p> <p>Communication and Language</p> <p><i>Listening, Attention and Understanding</i></p> <p>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.</p> <p><i>Speaking</i></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Understanding the World</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Early Years: Knowledge, Vocabulary & Skills Progression for ENGLISH

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Vocabulary	Please see vocabulary documents for Little Wandle Phonics, Oracy Framework and English vocabulary.
<i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i>	

Disciplinary Knowledge	<p>To be able to retell stories and narratives using their own words and newly introduced vocabulary to demonstrate understanding of what has been read to them.</p> <p>During discussions about stories, non-fiction, rhymes and poems, and role play, to understand and use recently introduced vocabulary appropriately and effectively.</p>
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Potential lines of enquiry & development	<p><i>Book focus linked to particular genre: narrative, fiction, non-fiction</i></p> <p><i>Read higher level texts</i></p> <p><i>Author focus</i></p> <p><i>Role play</i></p> <p><i>Mark making and writing in across all areas</i></p> <p><i>Talk - extend, elaborate and use effectively</i></p> <p><i>Story props and toys</i></p>
<i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i>	

Cross-curricular links	
Maths	Story focus
English	Stories, role play, mark making / writing
Science	Story focus
Design Technology	Invention stories
PSED/RSHE	Stories focused on self / friendships
Music	Music / rhythms / beats
P.E.	Fine and gross motor movements
History	Knowledge of authors
Geography	Environments and surroundings for story context
R.E.	Celebrations, festivals and events story links
Oracy	Talk across all areas of English

Early Years: Knowledge, Vocabulary & Skills Progression for COMPUTING

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in Computing.

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Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p>	<p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>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</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Understand position through words alone: for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Explore how things work.</p> <p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Show resilience and perseverance in the face of a challenge.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - sensible amounts of 'screen time'. <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Personal, Social and Emotional Development - Managing Self</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, know right from wrong and try to behave accordingly.</p> <p>Expressive Arts and Design - Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Television (TV), Telephone (Phone), Mobile, Tablet, Computer, Text, Internet, Google, You Tube, left, right, up, down, forwards, backwards, moving, positional language, instructions, sequence, algorithm, computational thinking, pattern on, off, switch, sound, type, buttons, equipment, camera, keyboard, remote, choice, create, share, technology</p>
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<p>Disciplinary Knowledge</p>	<p>To apply computational thinking skills to solve problems and reach creative outcomes.</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult</i></p>	<p><i>Programs on tablets and interactive boards</i></p> <p><i>Talk about the sequence of how we did it—computational thinking (adults to document/scribe)</i></p> <p><i>Use programs to create and design own ideas.</i></p> <p><i>Digital literacy – Can be utilised across all subjects where technology is evident.</i></p>
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Cross-curricular links	
Maths	Problem solving, patterns, sequencing
English	Language and vocabulary
Science	How things work, forces,
Design Technology	Materials and where they come from
PSED/RSHE	Confidence in using technology
Music	Create own rhythms
P.E.	Fine motor movements
History	Technology in the past
Geography	Use of technology in the local environment / world
R.E.	Keeping safe using technology
Oracy	Language and vocabulary to describe processes

Early Years: Knowledge, Vocabulary & Skills Progression for DESIGN & TECHNOLOGY

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in Design & Technology. This takes place through child initiated learning, planned experiences and activities, studies of a particular designer, chef or skill, or alongside whole school themes or events.

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Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside</p> <p>Climb and squeezing selves into different types of spaces.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p>	<p>Explore different materials freely, in order 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.</p> <p>Join different materials and explore different textures</p> <p>Explore and talk about different forces they can feel.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>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>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.</p> <p>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.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Physical Development <i>Fine Motor Skills</i></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Expressive Arts and Design <i>Creating with Materials</i></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

<p>Vocabulary</p> <p>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</p>	<p>Materials material, textile, fabric, template, join, design, product, drawing, construct, create, model, reinforce, measure, names of different materials & textiles, names of different tools,</p> <p>Food ingredients balanced diet, healthy, farmed, ingredients, portions, hygiene, fruit, vegetable, cook, prepare, wash, time, recipe,</p>
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<p>Disciplinary Knowledge</p>	<p>To use a range of materials and techniques to design/make products.</p> <p>To situate new knowledge in their wider understanding of the design process.</p>
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<p>Potential lines of enquiry & development</p> <p>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult</p>	<p><i>Cooking</i></p> <p><i>Creating models</i></p> <p><i>Using materials to achieve a goal</i></p> <p><i>Using tools to achieve a desired outcome</i></p> <p><i>Whole school themes</i></p>
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Cross-curricular links	
Maths	Shapes / spatial reasoning
English	Language and vocabulary, instructions
Science	Forces, tools, investigations of materials
Design Technology	Materials, creating, cooking
PSED/RSHE	Confidence in using tools and resources
Music	Rhymes linked to creative process
P.E.	Fine and gross motor movements
History	Older designs / how was it made?
Geography	Use of design technology in the local environment / world
R.E.	Keeping safe using design technology
Oracy	Language and vocabulary to describe processes

Early Years: Knowledge, Vocabulary & Skills Progression for GEOGRAPHY

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in Geography. This takes place through child initiated learning, planned experiences and activities, studies of a particular skill, or alongside whole school themes or events.

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Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	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 and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 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. Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Understanding the World - The Natural World 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.

Vocabulary <i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i>	People home, city, town, where we live, family members, The World land, sea, planet Earth, ground, maps, symbols, beach, cliff, forest, hill, mountain, sea, ocean, river, soil, season, Weather sunny, windy, cold, hot, snow, rain, fog, season, winter, spring, summer, autumn, changes Positional language up, down, forward, backwards, near to, next to, beside, below, on top,
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Disciplinary Knowledge	Concepts: map skills, fieldwork, similarities and differences, research and enquiry, cause and consequence. To begin to comprehend cause and consequences of actions by utilising research and enquiry-based skills. To focus on the identification of similarities and differences within the world.
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Potential lines of enquiry & development <i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i>	<i>Story book focus</i> <i>Our natural environments within EY / school</i> <i>Local environment walks and observations</i> <i>Use maps of local environments and of the world</i> <i>Globes / atlas investigations</i>
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Cross-curricular links	
Maths	Spatial reasoning
English	Language and vocabulary / mark make / writing
Science	The world
Design Technology	Create and design maps
PSED/RSHE	Sense of self within world
Music	Create to music / rhythms
P.E.	Fine and gross motor movements
History	The world and how it changes
Geography	Environments and surroundings / local and wider world
R.E.	Events around the world
Oracy	Language and vocabulary to describe creative process

Early Years: Knowledge, Vocabulary & Skills Progression for HISTORY

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful historians. This takes place through child initiated learning, planned experiences and activities, studies of a particular historian or skill, or alongside whole school themes or events.

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Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talks about past and present events in their own life and in the lives of family members</p>	<p>Understanding the World - Past and Present</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Family mam, dad, brother, sister, aunty, uncle, cousin, baby, granddad, grandma/nana</p> <p>Events birthday, christening, party, (also include festivals)</p> <p>Time today, yesterday, tomorrow, now, next, first, second, then, old, new, 'before I was born', 'When ... (Parent/teacher) was little', 'A long time ago',</p>
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<p>Disciplinary Knowledge</p>	<p>To begin to understand the fundamental skill required to use historical enquiry by developing thoughts and talk during discussions of stories, through real life events and with people who are familiar to them.</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i></p>	<p><i>Festivals and events</i></p> <p><i>Celebrations</i></p> <p><i>My family—the story of me</i></p> <p><i>Family Tree</i></p> <p><i>Where do we live?</i></p> <p><i>Where is my family from?</i></p> <p><i>Story book focus</i></p>
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Cross-curricular links	
Maths	Calendar / time
English	Language and vocabulary / writing / mark making
Science	Features of me
Design Technology	Materials and where they come from
PSED/RSHE	Feelings / confidence / sense of self
Music	Music / rhythms from the past / current time
P.E.	Fine and gross motor movements / dance to music from past
History	Knowledge of own history
Geography	Environments and surroundings / my home
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe process

Early Years: Knowledge, Vocabulary & Skills Progression for Maths

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful mathematicians.

This takes place through child initiated learning, planned experiences and activities or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeezing selves 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.</p>	<p>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 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 – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. 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. 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. 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...'</p>	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. 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. 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</p>	<p>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 or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical 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.</p> <p>Communication and Language - Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>

Early Years: Knowledge, Vocabulary & Skills Progression for Maths

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful mathematicians.

This takes place through child initiated learning, planned experiences and activities or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Vocabulary	Please see vocabulary document for Maths.
<i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i>	

Disciplinary Knowledge	To use mastering number as a foundation for all maths development and progression. To see patterns within number, and apply this in their day to day development.
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Potential lines of enquiry & development	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><i>Skill focus</i></td> <td style="width: 33%;"><i>Whole school theme</i></td> </tr> <tr> <td><i>The Natural World</i></td> <td><i>Investigations</i></td> </tr> <tr> <td><i>Story book focus</i></td> <td><i>Non-fiction focus</i></td> </tr> <tr> <td><i>Block play</i></td> <td><i>Awareness of self within space</i></td> </tr> </table>	<i>Skill focus</i>	<i>Whole school theme</i>	<i>The Natural World</i>	<i>Investigations</i>	<i>Story book focus</i>	<i>Non-fiction focus</i>	<i>Block play</i>	<i>Awareness of self within space</i>
<i>Skill focus</i>	<i>Whole school theme</i>								
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<i>Block play</i>	<i>Awareness of self within space</i>								
<i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i>									

Cross-curricular links	
Maths	Shape and space, positional language
English	Language and vocabulary
Science	Colours - light and shade, colour mixing, materials
Design Technology	Materials and where they come from
PSED/RSHE	Feelings
Music	Create to music / rhythms
P.E.	Fine and gross motor movements
History	Knowledge of artists
Geography	Environments and surroundings
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe creative process

Early Years: Knowledge, Vocabulary & Skills Progression for MUSIC

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful musicians. This takes place through child initiated learning, planned experiences and activities, studies of a particular musician, style or skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds</p>	<p>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. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Explore and engage in music making and dance, performing solo or in groups Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Expressive Art and Design <i>Being Imaginative and Expressive</i> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music.</p>

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Song/Rhyme sing, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, syllable Instrument name of instrument, sound, drum, tambourine, wood block, xylophone, maracas, bells, beat, copy, fast, slow, tempo, volume, pitch, tempo, sound, noise</p>
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<p>Disciplinary Knowledge</p>	<p>To learn and perform a variety of music expression through well-known nursery rhymes and songs. To develop and create own expression in relation to music performance.</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i></p>	<p><i>Story book focus</i> <i>Instrument exploration and investigation</i> <i>Create sounds in all environments with a range of materials and resources</i> <i>Create own songs and rhymes</i> <i>Move to music (own and produced)</i></p>
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Cross-curricular links	
Maths	Sequence, pattern
English	Language, vocabulary, rhythm, rhyme, alliteration,
Science	Sound exploration
Design Technology	Materials and sound they make
PSED/RSHE	Express self with music
Music	Create music / rhythms
P.E.	Fine and gross motor movements
History	Knowledge of musicians
Geography	How do Environments and surroundings
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe music creative process

Early Years: Knowledge, Vocabulary & Skills Progression for PHYSICAL EDUCATION

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in P.E. This takes place through child initiated learning, planned experiences, studies of a particular skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently</p>	<p>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. Are 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. Start to eat independently and learning how to use a knife and fork. 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. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 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, paint-brushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 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. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian. Further develop the skills they need to manage the school day successfully: - lining up and queuing - personal hygiene</p>	<p>Gross Motor Skills 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.</p> <p>Fine Motor Skills 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>

Early Years: Knowledge, Vocabulary & Skills Progression for PHYSICAL EDUCATION

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in P.E. This takes place through child initiated learning, planned experiences, studies of a particular skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy. Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Gross Motor <i>run, crawl, hop, walk, skip, jump, bear crawl, creep, slide, shuffle, climb</i></p> <p>Fine Motor <i>grip, hold, nip, hand, draw, write,</i></p> <p>Safety <i>equipment, observe, watch, carefully, check, danger</i></p> <p>Body <i>head, neck, core, arms, legs, bottom, feet, muscles, strong, exercise, heart beat, breath, fast, slow, ready to move, relax, stretch</i></p>
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<p>Disciplinary Knowledge</p>	<p>To apply own actions, balances, movement, and skills in all opportunities.</p> <p>To refine and master these skills across all areas.</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i></p>	<p><i>P.E specific lessons</i></p> <p><i>Outdoor play</i></p> <p><i>Indoor play</i></p> <p><i>Tools—pencils, crayons, pens, scissors</i></p>
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Cross-curricular links	
Maths	Sequence
English	Language and vocabulary
Science	Effect of movement on body
Design Technology	Equipment and use
PSED/RSHE	Working in collaboration
Music	Move to music
P.E.	Fine and gross motor movements
History	Knowledge of prior learning
Geography	Environments and surroundings for movement
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe physicality

Early Years: Knowledge, Vocabulary & Skills Progression for PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become kind and compassionate children.

This takes place through child initiated learning, planned experiences, studies of a particular skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p>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.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”</p>	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Begin to understand how others might be feeling</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>- personal hygiene</p> <p>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> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Communication and Language</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>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.</p> <p>Personal, Social and Emotional Development</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</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 others’ needs.</p>

Early Years: Knowledge, Vocabulary & Skills Progression for PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in P.E.

This takes place through child initiated learning, planned experiences, studies of a particular skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Feelings <i>happy, sad, angry, cross, scared (fear), excited, calm, love, worried, confused</i></p> <p>Friendships <i>kind, share, take turns, special, lovely,</i></p> <p>People <i>boy, girl, human, different, same, special, loved, belong, together,</i></p> <p><i>Please see vocabulary document for RSHE.</i></p>
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<p>Disciplinary Knowledge</p>	<p>To be confident in themselves and their abilities.</p> <p>To persevere at a chosen task and achieve their goal.</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i></p>	<p><i>Who am I? Self</i></p> <p><i>Family</i></p> <p><i>Story book focus</i></p> <p><i>Feelings focus</i></p> <p><i>Similarities and differences</i></p> <p><i>Turn taking and sharing activities</i></p>
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Cross-curricular links	
Maths	Collaboration to problem solve
English	Language and vocabulary
Science	Collaboration to explore
Design Technology	Collaboration to explore
PSED/RSHE	Friendships and feelings
Music	Move to music—feelings
P.E.	Fine and gross motor movements
History	Knowledge of prior learning
Geography	Environments and surroundings for movement
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe how I feel

Early Years: Knowledge, Vocabulary & Skills Progression for RELIGIOUS EDUCATION

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful in RE. This takes place through child initiated learning, planned experiences and activities, studies of a particular event or skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p>	<p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Understanding the World</p> <p>Talk about the lives of the people around them and their roles in society People, Culture and communities</p> <p>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.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>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.</p> <p>Personal, Social, Emotional development</p> <p>Show sensitivity to their own and to others' needs.</p>

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>Religious festivals Christmas, Easter, Ramadan, Eid, Diwali, Hannukah, Chinese New Year,</p> <p>Religions Christianity, Muslim, Hindu, Jewish, God, Bible, Allah, Qur'an, place of worship, church, mosque, temple, synagogue</p>
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<p>Disciplinary Knowledge</p>	<p>To give examples of special occasions within their lives and/or with other people, suggesting features of a good celebration (e.g. birthdays/weddings/baptisms)</p> <p>To be able to discuss qualities that make someone special, and link to themselves or people that are special to them</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult</i></p>	<p><i>Whole school celebration or event</i></p> <p><i>Study of a celebration</i></p> <p><i>Cook / make the food</i></p> <p><i>Story book focus</i></p> <p><i>Clothing dress up</i></p> <p><i>Parents / families can be involved</i></p>
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Cross-curricular links	
Maths	Pattern
English	Language and vocabulary
Science	Food exploration
Design Technology	Materials—clothing
PSED/RSHE	Self awareness, friendships
Music	Music / rhythms of cultures
P.E.	Fine and gross motor movements
History	Knowledge of celebrations and festivals
Geography	Places of worship
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe events

Early Years: Knowledge, Vocabulary & Skills Progression for SCIENCE

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful scientists.

This takes place through child initiated learning, planned experiences, studies of a particular skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips</p>	<p>Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity 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. Show interest in different occupations. Explore how things work. 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</p>	<p>Learn new vocabulary Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences Describe events in some details Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.</p> <p>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> <p>Explore the natural world around them. Describe what they see, hear and feel while they are 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.</p>	<p>Communication and Language - Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Personal, Social and Emotional Development - Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Understanding the World - The Natural World 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.</p>

Early Years: Knowledge, Vocabulary & Skills Progression for SCIENCE

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful scientists.

This takes place through child initiated learning, planned experiences, studies of a particular skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

<p>Vocabulary</p> <p><i>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</i></p>	<p>The World land, sea, planet Earth, ground, maps, symbols, beach, cliff, forest, hill, mountain, sea, ocean, river, soil, season,</p> <p>Weather sunny, windy, cold, hot, snow, rain, fog, season, winter, spring, summer, autumn, changes</p> <p>Positional language up, down, forward, backwards, near to, next to, beside, below, on top,</p> <p>Explore, discover, investigate, how do you know? Tell me.... What do you think?</p>
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<p>Disciplinary Knowledge</p>	<p>To discover and explore the natural world in which we live with confidence.</p> <p>To understand that we need to care for all living things.</p> <p>To be able to ask questions and find the answers,</p>
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<p>Potential lines of enquiry & development</p> <p><i>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult observations.</i></p>	<p><i>The Natural World</i></p> <p><i>Mini beasts and bugs</i></p> <p><i>The Seasons</i></p> <p><i>The weather</i></p> <p><i>Experiments and investigations</i></p> <p><i>Story book focus</i></p> <p><i>Whole school themes</i></p>
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Cross-curricular links	
Maths	Number, spatial reasoning, pattern
English	Language and vocabulary / mark making / writing
Science	Exploration and discovery
Design Technology	Equipment and use
PSED/RSHE	Working in collaboration
Music	Move to music
P.E.	Fine and gross motor movements
History	Knowledge of prior learning
Geography	Environments and surroundings in the natural world
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe process of discovery

Early Years: Knowledge, Vocabulary & Skills Progression for ART

In Early Years, our children have daily opportunities to develop, extend and consolidate the knowledge, skills and vocabulary required to become successful artists. This takes place through child initiated learning, planned experiences and activities, studies of a particular artist or skill, or alongside whole school themes or events.

The development skills listed below are taken from Development Matters 2021.

All learning is documented in our Nursery and Reception floor books, with child and adult annotations, next steps and links to Development Matters & Oracy.

Documentation is shown within our indoor and outdoor environments, through displays, photographs and writing.

Nursery: Birth to Three	Nursery: 3 & 4 year olds	Reception	Early Learning Goal
<p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies, as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models with their ideas.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like loud noises or movement.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Use one-handed tools and equipment, such as scissors and glue sticks.</p> <p>Decide which materials to use to express their own ideas.</p> <p>Join different materials and explore different textures.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Such as: to use a pencil for drawing.</p> <p>Explore, use and refine artistic effects to express their thoughts and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining how the process they have used.</p>

<p>Vocabulary</p> <p>Please note that the vocabulary listed is not exhaustive, and can be extended based on level of interest and engagement.</p>	<p>Colour: Red, Orange, Yellow, Green, Blue, Indigo, Violet, Purple, Brown, Black, White, Grey, Light, Dark, shade</p> <p>Shape: Circle, Square, Triangle, Semi-circle, Rectangle</p> <p>Size: Big, Small, Large, Little, Short, Long</p> <p>Texture: Soft, Hard, Smooth, Rough</p> <p>Create/Design: Material, Cut, Stick, Shade, Layer, Fold, Pull, Push, On, Below, Next to, Above, Pattern, Stripes, Spotty, Plain, Lines, Repeating, Pencils, Crayons, Chalk, Felt Tip Pens, Shade, Line, Colour in, Collage, Fabric.</p>
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<p>Disciplinary Knowledge</p>	<p>To develop their own ideas through creating and/or representing expression of thoughts and feelings.</p> <p>To develop decision processing skills to understand how materials can be combined and changed.</p>
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<p>Potential lines of enquiry & development</p> <p>These are examples of potential lines of enquiry. Other lines of enquiry may become evident following child led interests and adult</p>	<table> <tr> <td>Colour exploration</td> <td>Artist study</td> </tr> <tr> <td>Who am I?</td> <td>Art workshops</td> </tr> <tr> <td>Skill focus</td> <td>Whole school theme</td> </tr> <tr> <td>The Natural World</td> <td>Observational drawings</td> </tr> <tr> <td>Story book focus</td> <td>Non-fiction focus</td> </tr> </table>	Colour exploration	Artist study	Who am I?	Art workshops	Skill focus	Whole school theme	The Natural World	Observational drawings	Story book focus	Non-fiction focus
Colour exploration	Artist study										
Who am I?	Art workshops										
Skill focus	Whole school theme										
The Natural World	Observational drawings										
Story book focus	Non-fiction focus										

Cross-curricular links	
Maths	Shape and space, positional language
English	Language and vocabulary
Science	Colours - light and shade, colour mixing, materials
Design Technology	Materials and where they come from
PSED/RSHE	Feelings
Music	Create to music / rhythms
P.E.	Fine and gross motor movements
History	Knowledge of artists
Geography	Environments and surroundings
R.E.	Celebrations, festivals and events.
Oracy	Language and vocabulary to describe creative process