



Core knowledge and skills in the Early Years

	Autumn	Spring	Summer	Early Learning Goal
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions,				
Listening, Attention and Understanding	- Be able to understand how to listen carefully and know why it is important. - Enjoy listening to simple stories and can remember much of what happens. - Pay attention to more than one thing at a time. - 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?" ." - Listen attentively during short carpet sessions - Follow simple one-step instructions. - Understand and respond to everyday classroom language and routines.	- Connect one idea or action to another using a range of connectives. - Listen to and talk about stories to build familiarity and understanding. - Understand and respond to a wider range of vocabulary linked to learning themes - Listen carefully to stories and recall key events. - Answer 'who', 'what', 'where' and simple 'why' questions. - Maintain attention while completing adult-directed tasks, even when distractions are present. - Respond appropriately to comments and questions from adults and peers.	- Have conversations with adults and peers with back-and-forth exchanges - Listen attentively in a range of situations and sustain concentration for longer periods. - Follow instructions involving several steps without repeated reminders. - Demonstrate understanding by responding appropriately to questions, discussions and explanations. - Use new vocabulary confidently across different contexts. - Answer a range of questions about stories, learning and experiences, including making simple predictions and explanations. - Listen respectfully to others, taking turns in conversations and discussions	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	- Talk about themselves, their family and familiar experiences. - Develop social phrases, such as 'good morning'. - Learn rhymes poems and songs - Use simple sentences to express needs, ideas and preferences. - Begin to learn and use new vocabulary through stories, songs and play. - Join in with rhymes, repeated phrases and familiar stories. - Answer simple questions using words and short sentences. - Begin to take turns in conversations with adults and peers. - Speak with increasing confidence during play and group activities.	- Use longer sentences to share ideas, experiences and opinions. - Introduce and use new vocabulary in play and learning. - Ask questions to find out more and clarify understanding. - Retell familiar stories and recount events in a logical order. - Use language to organise play, negotiate and solve simple problems with others. - Speak clearly enough to be understood by familiar adults and peers - Participate confidently in small-group and whole-class discussions.	- Speak confidently in a range of situations using clear, well-formed sentences. - Use a broad and growing vocabulary across all areas of learning. - Explain ideas, describe events and give simple reasons for their thinking. - Retell stories with key details and appropriate sequencing. - Engage in sustained conversations, listening and responding appropriately to others. - Use language to plan, predict, negotiate and reflect on learning	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through interactions with their peers and adults, circle times, story times				
Self- Regulation	- Begin to recognise and name a range of emotions. - Separate from familiar adults and settle into routines with support. - Follow simple classroom rules and expectations. - Begin to manage feelings with adult guidance. - Take turns and share with support. - Wait for short periods and begin to control impulses. - Develop confidence to try new activities and ask for help when needed.	- Identify feelings and begin to use taught strategies to regulate emotions. - Follow classroom rules with increasing independence. - Manage disappointment and minor setbacks with encouragement. - Take turns, share and cooperate with peers during play and learning. - Show increasing resilience by persevering with challenging tasks. - Understand how their behaviour affects others. - Begin to resolve simple disagreements using words	- Independently use strategies to regulate emotions in a range of situations. - Demonstrate resilience and perseverance when facing challenges. - Follow rules and routines consistently across the school day. - Work cooperatively, showing empathy and consideration for others. - Manage conflicts appropriately by talking through problems and seeking solutions - Adapt behaviour to different situations and transitions.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an



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				ability to follow instructions involving several ideas or actions
Managing self	- Separate from parent/carer with increasing confidence. - Begin to follow simple daily routines with adult support. - Put belongings away independently. - Begin to identify basic feelings and needs. - Choose an activity and engage for short periods - Develop independence in dressing and undressing - Put on coat independently and begin to fasten it. - Select and use planned activities and resources, with help when needed - Show more confidence in new social situations. - Increasingly follow rules, understanding why they are important.	- Begin to show resilience and perseverance in the face of a challenge. - Understand the importance of healthy food choices and talk about some of the different factors that support their overall health and wellbeing. - Select and use their own choice of resources to achieve a planned end goal. - Build constructive and respectful relationships - Remember and demonstrate rules without needing an adult to remind them. - Manage most of their own needs and personal hygiene independently. - Begin to manage zips and simple fastenings - Persevere with tasks when they become challenging. - Begin to regulate emotions using taught strategies. - Follow two- or three-step instructions consistently	- Dress for PE with minimal support. - Show confidence when tackling unfamiliar tasks. - Regulate emotions appropriately in different situations. - Persist with challenges before seeking help. - Demonstrate increasing responsibility for equipment and the learning environment	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	- Begin to form positive relationships with adults and peers. - Play alongside and with others in small groups. - Take turns and share with adult support. - Show kindness and consideration towards others. - Begin to understand and follow simple social rules. - Express their needs and feelings appropriately. - Develop confidence to join in with group activities and play	- Build friendships through shared play and learning experiences. - Cooperate with others to achieve a shared goal. - Take turns, share resources and negotiate during play with increasing independence. - Show empathy by recognising how others may be feeling. - Use words to solve simple disagreements and seek support when needed - Include others in play and respond positively to different ideas. - Develop confidence when working with different partners and groups	- Form and maintain positive friendships with a range of peers. - Work collaboratively in pairs and small groups, taking on different roles. - Show empathy, kindness and respect towards others. - Resolve minor conflicts independently using appropriate language. - Demonstrate good manners and respect for others' feelings, opinions and belongings. - Cooperate confidently in group activities, sharing ideas and responsibilities	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco etc				
Gross Motor Skills	- Move confidently in a variety of ways, including walking, running, jumping and climbing. - Develop balance and coordination through indoor and outdoor play - Negotiate space safely, avoiding obstacles and others. - Begin to use large equipment safely with support - Explore different ways of moving using whole-body actions - Join in with action songs, movement games and simple physical activities. - Develop core strength through climbing, balancing and active play - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	- Show increasing control and coordination when running, hopping, skipping and balancing. - Travel confidently over, under and through equipment - Develop balance and agility in a range of physical activities. - Throw, catch, roll and kick large balls with increasing accuracy. - Move safely and confidently in different spaces, adjusting speed and direction. - Use core strength to support posture and stability during activities. - Participate in simple team games, following basic rules	- Demonstrate good balance, coordination and control in a range of movements. - Combine movements fluently when running, jumping, hopping, skipping and climbing. - Negotiate space safely with awareness of others. - Throw, catch, kick and strike objects with increasing accuracy and control. - Use large apparatus confidently and safely, showing strength and coordination. - Participate confidently in games, following rules and working cooperatively with others	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
Fine Motor Skills	- Develop hand strength and control through a range of malleable materials and small tools. - Use a comfortable grip when holding mark-making tools. - Begin to use scissors to make simple snips with support.	- Develop greater precision when using pencils, paintbrushes and other tools. - Use scissors to cut along straight and curved lines with increasing accuracy. - Manipulate small objects using a pincer grip with confidence. - Form recognisable shapes, patterns and simple letter-like forms.	- Demonstrate good control and precision when using a range of small tools, including scissors, pencils and paintbrushes. - Cut out simple shapes accurately and safely. - Form letters and numbers with increasing accuracy and consistency using a tripod grip	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, paintbrushes and cutlery.



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	- Thread, stack, pinch and manipulate small objects with increasing control. - Complete simple puzzles and construction activities using both hands together. - Begin to use one-handed tools such as paintbrushes, spoons and tongs effectively. - Show increasing control when drawing lines, circles and simple shapes - Show a preference for a dominant hand	- Use construction materials and tools with increasing accuracy and purpose - Demonstrate improved hand-eye coordination during creative and practical activities - Develop finger strength and dexterity through a variety of fine motor tasks	- Manipulate small objects confidently using refined finger movements. - Apply fine motor skills across writing, creative and practical activities independently	Begin to show accuracy and care when drawing
Literacy Children develop their literacy skills through play, storytelling, conversations, singing, mark-making, and early reading and writing activities that build their confidence and communication				
Comprehension	- Listen to and enjoy a range of stories, rhymes and non-fiction texts - Join in with repeated words and familiar phrases in stories. - Recall simple events or characters from a familiar story - Answer simple questions about what they have heard or seen. - Talk about favourite books, characters and illustrations. - Begin to make links between stories and their own experiences. - Use pictures to help understand what is happening in a story	- Recall the main events of familiar stories in the correct order. - Answer a wider range of questions about characters, settings and events. - Begin to predict what might happen next using clues from the story. - Make connections between different stories and personal experiences. - Discuss the meanings of new vocabulary encountered in books. - Talk about information learned from simple non-fiction texts. - Retell familiar stories using key vocabulary and sequence	- Demonstrate a secure understanding of stories by discussing characters, settings and events. - Predict and explain what might happen next using evidence from the text and illustrations. - Answer 'why' and 'how' questions about stories and information texts. - Discuss the meaning of unfamiliar vocabulary using context and illustrations. - Compare stories, characters or events, identifying simple similarities and differences. - Retell stories accurately using appropriate vocabulary and sequence.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Word reading	- Recognise their name. - Recognise some familiar logos, signs and environmental print. - Develop awareness that print carries meaning and that text is read from left to right. - Begin to recognise and name Phase 2 and 3 graphemes - Hear and identify initial sounds in words. - Blend sounds orally in simple words using taught graphemes - Recognise some tricky words	- Recognise and name Phase 3 graphemes - Use phonics knowledge to blend sounds together to read simple words. - Begin to read simple words and captions using taught sounds. - Segment words into individual sounds when attempting to spell or write. - Recognise some common exception/tricky words taught in class. - Show increasing confidence when reading independently.	- Apply secure phonics knowledge to read simple words and sentences independently. - Blend sounds accurately and fluently when reading unfamiliar words. - Recognise a growing number of high-frequency and tricky words automatically. - Read simple sentences and demonstrate understanding of what has been read. - Begin to develop fluency in reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Writing	- Develop confidence in making marks using a range of tools and materials. - Give meaning to marks and explain what they have drawn or written. - Develop hand strength and control through fine motor activities. - Begin to use a comfortable pencil grip and show increasing control when mark making. - Practise forming some recognisable shapes, lines and patterns. - Begin to recognise that writing carries meaning and is used for different purposes. - Attempt to write their name and familiar letters with support	- Use increasing control when forming letters and symbols. - Begin to write letters using the correct formation and orientation. - Use their phonic knowledge to write sounds they hear in words. - Write labels, captions and simple words linked to their experiences and learning - Talk about what they want to write before beginning. - Develop confidence in writing independently during play and adult-led activities.	- Write simple captions, phrases and short sentences that can be read by themselves and others. - Apply phonic knowledge to spell simple words and attempt unfamiliar words. - Form most letters correctly and with increasing consistency. - Write for different purposes in play contexts including stories, lists, labels and messages. - Begin to use finger spaces, capital letters and full stops with support.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others



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Mathematics				
Children develop an awareness of mathematics in the early years through everyday experiences, play, exploration, and interactions that help them recognise numbers, patterns, shapes, measures, and relationships				
Number	- Develop confidence in counting in everyday situations. - Recite numbers in order, beginning from different starting points. - Recognise some numerals and begin to link numerals to quantities. - Count objects accurately using one-to-one correspondence. - Compare small quantities and begin to use language such as more, fewer and the same. - Subitise small amounts without counting (where appropriate). - Explore composition of numbers through practical experiences, songs and games. - Begin to solve simple addition and subtraction problems using objects and fingers - Join in with counting rhymes	- Count reliably to 10 and beyond, understanding that the last number counted represents the total amount. - Recognise and order numerals to 10 and beyond with increasing accuracy. - Represent numbers in different ways using objects, marks, drawings and numerals - Compare quantities using mathematical language, including greater than, less than and equal to. - Develop an understanding of how numbers are made up, including pairs of smaller numbers. - Recall some number bonds within 5 and begin exploring bonds within 10. - Solve simple addition and subtraction problems using practical resources and explanations.	- Have a deep understanding of numbers to 10, including the composition of each number. - Subitise quantities confidently within 5 and begin to recognise larger quantities through patterns. - Automatically recall number bonds to 5 and some number bonds to 10. - Count beyond 20, recognising the pattern of the counting system. - Compare quantities confidently and explain their reasoning. - Use number knowledge to solve addition and subtraction problems, including those involving quantities up to 10. - Select and use appropriate mathematical strategies independently when solving problems	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
Numerical patterns	- Begin to notice patterns in numbers, shapes and everyday experiences. - Recite numbers in order and begin to recognise the sequence of numbers. - Explore counting forwards and backwards through songs, rhymes and games. - Begin to understand that quantities can be grouped and compared. - Explore simple patterns using objects, colours, shapes and movements. - Begin to copy and continue repeating patterns. - Use mathematical language such as more, fewer, bigger, smaller and the same.	- Count forwards and backwards within 10 and beyond with increasing confidence. - Recognise when numbers are increasing or decreasing in familiar contexts. - Continue and create simple repeating patterns using objects, actions and sounds. - Identify missing elements in simple patterns. - Explore the relationship between numbers, including one more and one less. - Begin to notice patterns in the number system, including sequences and repeated structures. - Use language to describe patterns and explain their thinking	- Continue, copy and create more complex repeating patterns. - Count forwards and backwards beyond 20, recognising the pattern in the number system. - Identify one more and one less than a given number within 10 and beyond. - Explore doubles and recognise simple doubling patterns. - Develop understanding of odd and even numbers - Understand and use the relationship between consecutive numbers. - Compare quantities and explain how they know which group has more or fewer. - Solve practical problems involving patterns, counting and relationships between numbers.	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
Understanding the World				
Children develop their understanding of the world through curiosity, exploration, and hands-on experiences that help them make sense of their surroundings, cultures, communities, and the natural world				
Past and Present	- Talk about themselves, their family and experiences that have happened in their own lives. - Begin to understand that some things happened in the past and some things are happening now. - Share memories and talk about events they have experienced. - Begin to use simple language related to time, such as before, after, yesterday and today. - Look at photographs and objects from the past and talk about what they notice. - Recognise that families and people may have similarities and differences.	- Talk about changes they have noticed in themselves since they were younger. - Compare past and present experiences using simple vocabulary. - Explore how everyday objects may have changed over time. - Ask questions about the past and use photographs, stories and artefacts to find out more. - Begin to understand that some events happened before they were born. - Use words such as old, new, past, present, then and now with increasing accuracy.	- Develop an understanding of how life has changed over time. - Compare aspects of the past and present, explaining simple similarities and differences. - Sequence familiar events and experiences in chronological order. - Talk about significant events, people or experiences from the past. - Use evidence such as photographs, stories and artefacts to make observations about the past. - Understand that people, places and objects change over time. - Show curiosity by asking questions and sharing ideas about history and the world around them.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
People Culture and Communities	Talk about themselves, their families and people who are important to them.	Explore different communities, cultures and traditions through stories, music, food and experiences.	Explain similarities and differences between themselves and others, including families, communities and traditions	Describe their immediate environment using knowledge from observation,



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	- Begin to recognise that families and communities can be different. - Develop positive relationships with others and show respect for similarities and differences. - Talk about familiar places such as home, school and the local area. - Share experiences of celebrations, traditions and special events. - Begin to understand that people have different beliefs, cultures and ways of living.	- Ask questions about how other people live and what is important to them. - Recognise similarities and differences between themselves and others. - Talk about important events, celebrations and customs from a range of cultures. - Develop an understanding of belonging to different groups and communities. - Show respect and curiosity towards people's beliefs, backgrounds and experiences	- Develop an understanding that people around the world may have different beliefs, cultures and lifestyles. - Talk confidently about their own experiences, traditions and community. - Recognise and respect that everyone is unique and valued. - Use stories, photographs, maps and real-life experiences to learn about different communities. - Ask thoughtful questions and share ideas about the wider world	discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World	- Explore the natural environment using their senses - Notice and talk about changes in the world around them, including weather and seasons. - Explore similarities and differences between living things. - Show curiosity by asking questions and making observations. - Begin to understand that plants and animals need certain things to grow and survive. - Take care of natural environments and living things with adult support.	- Observe and describe changes in the natural world over time. - Explore seasonal changes and how they affect plants, animals and people. - Identify and talk about features of different animals, plants and habitats. - Understand that living things grow and change throughout their life cycles. - Make simple observations, comparisons and predictions about natural phenomena. - Explore materials found in nature and describe their properties. - Begin to understand ways to care for the environment and living things	- Explain how plants and animals change as they grow and develop. - Describe similarities and differences between different animals, plants and natural environments. - Use observations to explain what they notice about the natural world. - Understand simple concepts about habitats, food sources and the needs of living things. - Recognise and discuss seasonal changes and their impact on the environment. - Ask questions, investigate and share ideas about the world around them.	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
Expressive arts and design				
Children develop within Expressive Arts and Design by creating with materials, exploring colour and texture, responding to music and stories, and developing imaginative ideas through role play and creative experience				
Creating with materials	- Explore a range of materials, tools and techniques through open-ended creative experiences - Investigate how materials feel, move and change when manipulated. - Use a variety of media including paint, crayons, glue, dough and collage materials. - Begin to make choices about colours, materials and tools. - Develop control when using simple tools such as paintbrushes, rollers and scissors. - Create simple representations and explain what they have made. - Explore joining and fixing materials with adult support.	- Select appropriate materials and tools for a chosen purpose. - Combine different materials and techniques to create planned designs - Use tools with increasing control and accuracy - Explore colour mixing and different ways to create texture and pattern. - Begin to adapt and improve creations by adding detail or changing materials. - Talk about their creative process and explain choices they have made - Develop confidence in representing ideas through drawing, painting, modelling and construction.	- Plan, design and create models, artwork and constructions with increasing independence. - Choose materials, tools and techniques based on what they want to achieve. - Use a range of techniques confidently, including joining, cutting, shaping and combining materials. - Add detail and refine creations to represent ideas, experiences and observations. - Discuss and evaluate their work, explaining what they have done and how they could improve it. - Use creativity to solve problems when making and designing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	- Explore and respond to different sounds, music, songs and rhymes. - Join in with familiar songs and actions. - Use movement, gesture and facial expressions to express ideas and feelings. - Engage in imaginative play based on familiar experiences.	- Sing familiar songs and rhymes with increasing confidence and control. - Create simple rhythms and sounds using instruments and everyday objects. - Use imagination to develop stories, characters and scenarios in play. - Take on different roles and use language to support imaginative play	- Create and perform their own songs, dances, music, stories and role-play scenarios. - Use imagination and creativity to develop detailed narratives in play. - Express ideas, feelings and experiences through music, movement, drama and art. - Adapt and develop their ideas while creating and performing.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.



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	• Use small world resources, role play and props to create simple stories and scenarios. • Begin to explore different ways of making sounds and expressing themselves creatively. • Show enjoyment and confidence when participating in creative activities.	• Respond to music through movement, dance and creative expression. • Combine different forms of expression, such as music, movement, storytelling and art. • Share ideas and performances with others.	• Use instruments, voice and movement with increasing control and expression. • Collaborate with others to create performances and imaginative play.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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