

A Values Led Curriculum
Underpinned by Philosophy and Theology

LONG TERM CURRICULUM PLAN						
Term	Autumn 2017		Spring 2018		Summer 2018	
	1	2	3	4	5	6
DIOCESE DRIVERS	WISDOM – HOPE – COMMUNITY - DIGNITY					
THEME / BIG QUESTION	How are me and my family special in our World?	Do we all celebrate the same things in the same way?	Question Based on children's Interests			
STIMULUS	My Mum by Anthony Browne My Dad by Anthony Browne Don't let the pigeon drive the bus by Mo Willems Titch by Pat Hutchins Funny Bones Elmer Owl Babies by Martin Wadell. Oliver's Fruit Salad. Oliver's Vegetables by Vivien French The tiger who came to tea	Mogs Birthday Kipper's Birthday Millie's Wedding <i>Non-Fiction</i> <i>Bonfire Night</i> <i>The Christmas story</i>				

PROVISION & ENHANCEMENT IDEAS	Home Corner Fire Station Dolls House Provision linked to All about me sheets Healthy Packed Lunch	Home Corner Christmas Post Office Empathy Dolls – Asha and Chad				
ENRICHMENT	Visit from: Farm to fork Police Fire service Farmer	Post Box Walk Christmas Production				
CHRISTIAN VALUE	Humility	Compassion and Justice	Responsibility	Wisdom	Peace	Reverence and Respect

Personal, Social, Emotional	<p>SEAL TOPIC: New Beginnings</p> <p><u>Self-confidence and self-awareness</u> 16-26m- Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. 22-36m- Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p><u>Managing feelings and behaviour</u> 16-36m- Is aware of others' feelings, for example, looks concerned I hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings</p>	<p>SEAL TOPIC: Getting on and falling out</p> <p><u>Self-confidence and self-awareness</u> 16-26m- Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. 22-36m- Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p><u>Managing feelings and behaviour</u> 16-36m- Is aware of others' feelings, for example, looks concerned I hears crying or looks excited if hears a familiar happy voice. Growing sense of will and determination may result in feelings</p>	<p><u>Self-confidence and self-awareness</u> 22-36m- Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 30-50 m- Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p><u>Managing feelings and behaviour</u> 22-36m- Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and</p>	<p><u>Self-confidence and self-awareness</u> 22-36m- Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 30-50 m- Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p><u>Managing feelings and behaviour</u> 22-36m- Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and</p>	<p>SEAL TOPIC:</p> <p><u>Self-confidence and self-awareness</u> 30-50 m- Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations 40-60m-Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>Managing feelings and behaviour</u> 30-50m-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine. 40-60m- Understands own actions affect other people, for example becomes upset or tries to comfort another child when the realise they have upset them. Aware of the</p>	<p>SEAL TOPIC:</p> <p><u>Self-confidence and self-awareness</u> 30-50 m- Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations 40-60m-Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>Managing feelings and behaviour</u> 30-50m-Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine. 40-60m- Understands own actions affect other people, for example becomes upset or tries to comfort another child when the realise they have upset them. Aware of the</p>
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	<p>of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p> <p>22-36m- Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p> <p>22-36m- Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>30-50m- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><u>Making Relationships</u> 22-36m- Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p> <p>30-50m -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join</p>	<p>cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>30-50m- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><u>Making Relationships</u> 22-36m- Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p> <p>30-50m -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join</p>	<p>boundaries set and expectations in the setting.</p> <p><u>Making Relationships</u> 30-50m -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers.</p> <p>40-60m-Initiates conversations, attends to and takes account of what others say.</p>	<p>boundaries set and expectations in the setting.</p> <p><u>Making Relationships</u> 30-50m -Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers.</p> <p>40-60m-Initiates conversations, attends to and takes account of what others say.</p>
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Communication and Language

Listening and Attention

16-26m- Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention - may appear not to hear.

22-36m- Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.

Understanding

16-26- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. 'Throw the ball!')

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30-50m - Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention -still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).

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40-60m - Maintains attention, concentrates and sits quietly during appropriate activity.

Understanding

30-50m - Understands use of objects (e.g. "What do we use to cut things?"). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to

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	<p>pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). Developing understanding of simple concepts (e.g. <i>big/little</i>).</p> <p>Speaking 16-26m- Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. <i>want ball</i> 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>). Beginning to ask simple questions. Beginning to talk about people and things that are not present.</p> <p>22-36m- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping</p>	<p>pointing to the right picture, e.g., "Who's jumping?" 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Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Speaking 30-50m -Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the</p>	<p>understand 'why' and 'how' questions. 40-60m -Responds to instructions involving a two-part sequence. 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	<p>from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>I have it</i>'. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) Beginning to use word endings (e.g. <i>going, cats</i>).</p>	<p>from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>I have it</i>'. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) Beginning to use word endings (e.g. <i>going, cats</i>).</p>	<p>Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>I have it</i>'. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) Beginning to use word endings (e.g. <i>going, cats</i>). 30-50m -Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on</p>	<p>Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>I have it</i>'. Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) Beginning to use word endings (e.g. <i>going, cats</i>). 30-50m -Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on</p>	<p>breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 40-60m - Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>	<p>breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 40-60m - Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>
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**Physical Development
indoor and out**

Moving and Handling

16-26m- Walks upstairs holding hand of adult. Comes downstairs backwards on knees (crawling). Beginning to balance blocks to build a small tower.

Makes connections between their movement and the marks they make.

22-36m-Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show

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30-50m-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two

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40-60m-Experiments with different ways of

	<p>preference for dominant hand.</p> <p>Health and Self-care 16-26m- Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. Holds cup with both hands and drinks without much spilling. Clearly communicates wet or soiled nappy or pants. Shows some awareness of bladder and bowel urges.</p> <p>Shows awareness of what a potty or toilet is used for. Shows a desire to help with dressing/undressing and hygiene routines.</p> <p>22-36m- Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Health and Self-care 16-26m- Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes. 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Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p> <p>Health and Self care 22-36m- Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off</p>	<p>feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 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Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>40-60m- Shows understanding of the need for safety when tackling new challenges, and considers and manages</p>	<p>moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Health and Self care 30-50m- Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. 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			<p>unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. 30-50m-Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. 30-50m-Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>
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Literacy

Reading

16-26m- Interested in books and rhymes and may have favourites.
22-36m- Has some favourite stories, rhymes, songs, poems or jingles.
 Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

Writing

16-26m- *Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do*

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 Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
30-50m- Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.
 Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall.
 Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment.
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 Recognises familiar words and signs such as own name and advertising logos.
 Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.
40-60m- Can segment the sounds in simple

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	<p><i>not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p> <p>22-36m- Distinguishes between the different marks they make.</p>	<p><i>not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p> <p>22-36m- Distinguishes between the different marks they make.</p>	<p>as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.</p> <p>Writing 22-36m- Distinguishes between the different marks they make. 30-50m- Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p>as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.</p> <p>Writing 22-36m- Distinguishes between the different marks they make. 30-50m- Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p>words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p> <p>Writing 30-50m- Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 40-60m- Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Can segment the sounds in simple words Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p> <p>Writing 30-50m- Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 40-60m- Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Can segment the sounds in simple words Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>
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Mathematics

Number

16-26m- Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly.

22-36m- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.

Shape, Space and Measure

16-26m- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.

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30-50m- Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in

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40-60m- Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out

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	<p>Uses blocks to create their own simple structures and Arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'. 22-36m- Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p>	<p>Uses blocks to create their own simple structures and Arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'. 22-36m- Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p>	<p>the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. <u>Shape, Space and Measure</u> 22-36m- Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. 30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of</p>	<p>the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. <u>Shape, Space and Measure</u> 22-36m- Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. 30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of</p>	<p>up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. <u>Shape, Space and Measure</u> 30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 40-60m- Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar shapes to create and recreate patterns and build models.</p>	<p>up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. <u>Shape, Space and Measure</u> 30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 40-60m- Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects to create and recreate patterns and build models.</p>
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Understanding of the World

People and communities.

16-26m- Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people.

22-36m- Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.

The World

16-26m- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Remembers where objects belong. Matches parts of

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30-50m- Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences.

Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

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40-60m- Enjoys joining in with family customs and routines.

The World

30-50m- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.

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40-60m- Looks closely at similarities,

	<p>objects that fit together, e.g. puts lid on teapot. 22-36m- Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p>Technology 16-26m - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 22-36m- Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>objects that fit together, e.g. puts lid on teapot. 22-36m- Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p>Technology 16-26m - Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 22-36m- Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. 30-50m-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.</p> <p>Technology 22-36m- Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 30-50m-Knows how to operate simple equipment. Knows that information can be retrieved from computers.</p>	<p>world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. 30-50m-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment.</p> <p>Technology 22-36m- Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 30-50m-Knows how to operate simple equipment. Knows that information can be retrieved from computers.</p>	<p>40-60m- Looks closely at similarities, differences, patterns and change.</p> <p>Technology 30-50m-Knows how to operate simple equipment. Knows that information can be retrieved from computers. 40-60m-Completes a simple program on a computer. Interacts with age appropriate computer software.</p>	<p>differences, patterns and change.</p> <p>Technology 30-50m-Knows how to operate simple equipment. Knows that information can be retrieved from computers. 40-60m-Completes a simple program on a computer. Interacts with age appropriate computer software.</p>
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Expressive Art and Design

Exploring and using media and Materials

16-26m- Explores and experiments with a range of media through sensory exploration, and using whole body. Move their whole bodies to sounds they enjoy, such as music or a regular beat. Imitates and improvises actions they have observed, e.g. clapping or waving. Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks.

22-36m- Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.

Being Imaginative

16-26m- Expresses self through physical action and sound. Pretends that one object represents another, especially when objects have

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30-50m- Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

Being Imaginative

22-36m- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

Exploring and using media and Materials

22-36m- Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.

30-50m- Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

Being Imaginative

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40-60m- Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.

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