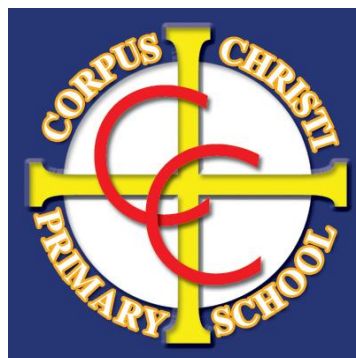


Corpus Christi Catholic Primary School



Early Years HANDBOOK

Early Years CURRICULUM: INTENT: All of our children will have consistent access to a broad, balanced and high quality Early Years curriculum which is based on four Key Principles:

A unique child

Positive relationships

Enabling environments

Learning and Development

Effective Early Years education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Corpus Christi School, we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore practitioners should ensure that all children feel included, secure and valued. Early years' experience should build on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the early years curriculum should be carefully structured, recognising different starting points; relevant to levels of need. There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by the practitioner.

The Early Years Framework in its current form became statutory in September 2021. At Corpus Christi Primary School we adhere to this new framework. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors. The seven areas of learning and experience and the Early Learning Goals now provide a National Framework for individual schools and other pre-five settings in planning, teaching and assessing the Early Years Framework. They also provide an essential link between early year foundation stage and the key Stage One programmes of study. We have adopted these areas of learning and experience as the basis for our planning as they provide a framework which enables us to achieve our aims for under five provision.

Playing and Exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically

Having their own ideas

Making links

Choosing ways to do things



Early Years: CURRICULUM IMPLEMENTATION: POLICY

Early Years Together we DREAM, together we learn

AIMS

Intent

We have 5 clear aims which are inextricably intertwined with Physical and Mental Wellbeing and Building Learning Power. We want our children to:

Discover : Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn. They want to discover and learn things for themselves, be willing to take risks and accept that we sometimes get things wrong

Respect: Children adhere to our Christian values; they treat others with respect. They demonstrate good manners that are reinforced daily in a variety of ways. Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn.

Enthuse: Children are curious, able and willing to learn from their mistakes and can describe their progress. They are eager to try new things. They are in awe of the world around them and want to make sense of it.

Aspire: Children are prepared to persevere and stay involved in their learning, even when the process is challenging. They aspire to be better people, to develop their academic abilities and become a person who is liked and loved by others. They aspire to be good examples of Corpus Christi children

Make a Difference: Children are prepared to help each other and work as a team. They are open minded and willing to accept challenges. They want to be helpful, kind and make a good impression. They want to be good examples and adhere to 'Corpus Christi's Little Ways'.

The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education. Our ethos in Early Years is to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. Through the seven areas of learning we provide topics that excite and engage children, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their



knowledge and understanding of the world, setting ambitious expectations for all children. The curriculum celebrates diversity and supports the pupils' spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful. We believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at this early stage is key to understanding how we can get the most out of learning opportunities for each and every child in our setting. We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge

and understanding of the way in which our children learn. We aim to prepare our children to achieve the Early Learning Goals at the end of their foundation stage year. We ensure that all children have made good or better progress from their individual starting points. Our ultimate aim is to prepare our children with the understanding and skills needed for the next stage of their learning journey in KS1. This is so important as we know that; what our children learn in these first years of life will stay with them forever and children's early education is the best investment we can make in ensuring their future success.

Implementation

At Corpus Christi, we offer a curriculum which is broad and balanced, and which builds on the knowledge, understanding and skills of all children, whatever their starting points. We follow the Early Years curriculum using topic themes and enrichment opportunities.

The aim of our curriculum is to develop a thirst and love for learning by:

- Carefully planning sequences of activities that provide meaningful learning experiences, developing each child's characteristics of learning.
- Providing high quality interactions with adults that demonstrate and impact on the progress of all children.
- Using high quality questioning and interactions to check understanding and address misconceptions.
- Staff acting as role models to the children they teach in order for children to develop their own speaking and listening skills.
- Carefully assessing, through observations, which are recorded in a variety of ways and shared with parents. These are used to inform the next steps of learning and meet individual needs.
- Developing an effective and engaging environment that is set up so that children can access all areas of learning both inside and outside at any one time.
- Providing activity starting points for child initiated activities that enhance children's learning and impact on progress.

- Allowing children to be successful in their attempts at an activity and using effective feedback to help facilitate next steps in learning.
- Suggesting home learning opportunities with information about what has been taught, allowing parents to build on their child's school experiences, at home.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics and introducing new topics related to children's own interests.

Children develop their literacy skills by the imitation of stories that they learn using actions and story mapping techniques. They then move on to innovation of these well-known stories by including their own ideas. Children also have the opportunities to show independence in their writing by planning and writing their own stories. Literacy opportunities are also promoted in many of the continuous provision activities available to children during the week.

Phonics is taught daily through Read Write Inc. Through stories and activities associated with Read Write Inc, phonic sounds are introduced to children each day in an engaging way. The phonics activities are revisited to embed over the year and supported in a range of ways. Children are grouped according to ability and are assessed regularly. All staff in the Foundation Unit are involved in the teaching of phonics and have been trained to deliver Read Write Inc. Staff ensure that their phonic knowledge up to date and regularly attend CPD phonic sessions. Reading books are linked to Read Write Inc and allow the children to revise sounds taught throughout the week in their ability group.



The maths curriculum is taught through introducing a number each week and White Rose White Maths. Staff attended the St Helens maths hub initiative in 2018-2019. This way of teaching maths was implemented at the beginning of 2018. These sessions are carefully planned using concrete resources and build on prior learning and real life experiences across the theme and year. Staff have also taken part in various White Rose Maths professional development sessions to deepen their understanding and knowledge of how children learn and develop their reasoning skills. This starts with mastering numbers 0-5 and then progresses through to 0-10. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. Shape, Space and Measure activities are incorporated into weekly maths sessions. Children are observed and observations and assessments made regularly. Staff regularly attend maths CPD and apply new knowledge to their maths lessons and continuous provision areas. Staff work closely with KS1 to ensure continuity and progression in maths.

Regular sessions in our forest/woodland area are run for children in early years; these support a range of skills and develop their social interactions. All seven areas of learning are encompassed within these sessions and allow all children to take risks in an unpredictable environment whilst developing leadership skills and promoting mental health and wellbeing. We have a dedicated space to run these sessions.

Pupils have opportunities to share their learning with their parents and carers through our children's profiles. Regular 'Stay and Play' sessions for nursery and reception children allow parents to join in learning activities alongside their children and share the Corpus Christi Early Years experience. Parents are invited in to look at the children's learning and leave positive comments in our comments book. Children's works is celebrated each week during our good work assembly, in our weekly newsletters, on our website and Twitter feeds. Through all areas of the curriculum children are encouraged to develop their independence, motivation and perseverance.

We believe that children's early learning experiences deeply affect their future physical, cognitive, emotional and social development. We understand that building secure relationships with children and their families at this early stage is key to understanding how we can

get the most out of learning opportunities for each and every child in our setting. We are fully committed to taking the time to understand and follow children's interests and provide a rich curriculum that supports learning, consolidates and deepens knowledge and ensures that children achieve their next steps. Both our indoor and outdoor provision is carefully planned and demonstrates a thorough knowledge and understanding of the way in which our children learn. We aim to prepare our children to achieve the Early Learning Goals at the end of their foundation stage year. We ensure that all children have made good or better progress from their individual starting points. Our ultimate aim is to prepare our children with the understanding and skills needed for the next stage of their learning journey in KS1. This is so important as we know that; what our children learn in these first years of life will stay with them forever and children's early education is the best investment we can make in ensuring their future success.

Impact

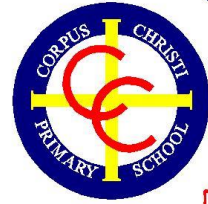
Children demonstrate high levels of engagement in activities, developing their speaking and listening skills, enabling them to access more areas of the learning and communicate to both adults and children. Children develop skills across all areas of the curriculum including literacy, mathematics and physical development using these in different ways.

Children have developed a wider sense of the world around them and can draw on these experiences during interactions with others and link this to new learning.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with adults drawing on their experiences to improve or adjust what they are doing.

From their own starting points, children will make excellent progress academically and socially, developing a sense of themselves so that they are well prepared for Key Stage 1.

We make every effort to ensure that all of our children make good or better progress during their time in Foundation Stage. Children who achieve the expected standard within the Early Learning Goals have the knowledge and skills needed to continue to maintain the good progress they have made in Key Stage 1 and beyond. We understand that when assessing children against the Early Learning Goals, there will be many children who are awarded the same level but may be working at differing levels within this range. Effective communication between FS and KS1 staff is therefore crucial to achieve an effective transition for children and to plan accordingly for the next stage of their learning journey. As a team, we carry out regular internal moderation sessions and ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. In addition to regular formative observations, staff input summative data on a half termly basis and complete their own data analysis records to ensure that our children's progress is monitored carefully, the impact of actions are evaluated, and next steps are identified.



Together we DREAM
Together we Learn
Discover... Respect ... Enthusiasm ... Aspire ... Make a difference

EYFS at Corpus Christi Primary School

Early Years provision at Rainford Community Nursery, at Corpus Christi Catholic Primary School, is offered to all children aged three to five years. Children within this age range are taught in the Early Years Foundation Stage (EYFS). The Foundation Stage has its own framework and is therefore treated as a separate key Stage. At Corpus Christi we operate a Foundation Stage Unit with both Nursery and Reception children. We have a full time Teacher Mrs Bailey (Early Years Lead) and many experienced learning support assistants up to level 3 early years qualification, Mrs Moran, Mrs Twiss, Miss Nacey, Mrs Dodson and Mrs Smart. Mrs Moran provides wrap around care cover for those children who attend Nursery for more than 15 hours. Children in Nursery and Reception can attend breakfast club and afterschool club which is lead by Mrs Moran, Mrs Twiss and Mrs Dodson, so familiar faces are always available to the children.

In the Nursery we offer a 52 part time place Nursery, with both morning and afternoon sessions available. Children receive 15 hours funded sessions each week. Parents can choose whether they would like morning or afternoon sessions, or a mixture of both. Children have the option of accessing our wrap around care provision too, which means a child could attend the school setting from 7.30am till 6pm. The Reception class has a maximum intake of thirty children. The school day begins at 8.50am and ends at 3.30pm. All children must be accompanied to and from school by a known adult. Some Nursery children also receive the 30 hours government funding.

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all our children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. Our school mission statement is DREAM, which stands for Discover, Respect, Enthusiasm, Aspire, Make a Difference. All children in school are encouraged to learn and play with our mission statement central too all that happens in school.

At Rainford Community Nursery, teachers and learning support assistants plan activities on a weekly basis, which show specific activities based on children's interests, which are both adult and child-initiated activities. Staff ensure that all children are encouraged to experience many activities during the week, although they may not experience the same activities each day.

A balance between adult directed and child initiated activities are planned and children's choices are carefully monitored to ensure a balanced programme. The children begin by having 'free choice' of activities for most of the session. The free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One Framework and National Curriculum work.

We value the diversity of individuals within the school. All children at Corpus Christi catholic primary school are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the foundation stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

Using a wide range of teaching strategies based on children's learning needs;

Providing a wide range of opportunities to motivate and support children and to help them learn effectively;

Providing a safe and supportive learning environment in which the contribution of all children is valued;

Using resources which reflect diversity and are free from discrimination and stereotyping;

Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

Monitoring children's progress and taking action to provide support as necessary.

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, the school SENCO, and any advice may be sought from other agencies e.g. Speech and language Therapy Service.

In the Foundation Stage we give all the children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning. Assessment is continuous. Staff make observations of the children throughout the day of 'Wow'

moments. These are recorded in a variety of ways; photographs, post it notes, long observations, RWI assessments etc. These assessments build a detailed profile of each child. The children's profiles are completed and kept up to date by the child's allocated Key Worker. Moderation amongst the Early Years staff takes place regularly to ensure judgements are secure and reflect the child's true abilities. Parent and carers are encouraged to contribute to our profiles and help staff to gain an understanding of how their children behave, their achievements, their personalities and how they learn outside of the setting. Regular opportunities are given to parents throughout the year to discuss pupil progress. These range from stay and play sessions to formal parent's evenings and written reports. Staff collate their data and review it as a team each term. Next steps for each individual child are put in place and reviewed on a regular basis.

All areas of provision will be made accessible to all children regardless of age, gender, creed, race, ethnicity, or ability.

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and if deemed necessary, will be reported to relevant members of staff and other agencies. The safety of the child is always of paramount importance. The full safeguarding Policy is available in school and on the school web site for parents and carers to read if they wish.

We value the involvement of parents in school. Parental involvement with school begins even before the child starts nursery with an invitation to visit the school, meet the teacher and other members of staff, and visit their classroom. Home visits are also offered to all parents. Parent consultation meetings are held at regular intervals throughout the year at which parents are invited to discuss their child's progress. For example, each year we host a Macmillan Coffee Morning and invite Santa for breakfast. Formal parents' evenings are also available for reception parents/carers three times each year.

A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. Reception children also receive a mid-term report in February, illustrating their child's progress so far. If parents have any concerns about their child or need to talk to a member of staff, staff members are available each morning before school starts and each evening after school. Parents can also ring school to speak to a member of staff or make an appointment if a longer time period is required. Parents are kept informed of all happenings in school through a weekly newsletter. The newsletter can be accessed on the school's website. Other notices are placed in notice board at the entrance to the reception class. Parents are invited to various assemblies and functions throughout the year.

As a school, we created our own curriculum to help develop confident, kind, enthusiastic, happy and inquisitive learners. We did this by creating progress models in each area of learning. Our plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. The fostering of children's interests develops a high level of motivation for the children's learning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways and contribute to the child's individual profile. We are currently using the school pupil profile to record children's progress in the foundation stage. At the end of the reception year in school, the child's progress is recorded on to the early Years Foundation Stage profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Foundation Stage unit at Corpus Christi is organised to allow children to explore and learn securely and safely. There are areas where children can be active, quiet, creative etc. The unit has defined learning areas, where children are able to find and locate equipment and resources independently.

Our outdoor has recently been renovated. We now have an enclosed canopy area, and new flooring. Funding from Tesco has enabled us to buy new equipment for our outdoor area. We have also had funding from our local Coop store which allowed us to purchase a mud kitchen and other large play equipment. Being outdoor offers the children opportunities for doing things in different ways and on different scales than when indoors. They can explore, use their senses, develop their language skills and being physically active. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning. Children also make use of our woodland areas and help to care for our allotment boxes. Each year the children participate in the local 'Rainford in Bloom' competition where we focus on growing plants and how we can look after them.

Early Years CURRICULUM IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our Early Years Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • A respect for self and others • An increasing ability to reflect • A sense of empathy with other • Concern & compassion • An awareness and understanding of their own and others beliefs • An ability to think in terms of the whole • A readiness to challenge all that would constrain the human spirit • An understanding that words can hurt people even if done through technology 	<ul style="list-style-type: none"> • Respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An ability to make responsible and reasoned judgements on moral dilemmas • A considerate style of life • An understanding of the need to review and reassess their values, codes and principles in the light of experience • Recognising that sharing items through devices can impact peoples lives 	<ul style="list-style-type: none"> • Appreciates the right and responsibilities of individuals within the wider social setting • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus 	<ul style="list-style-type: none"> • An appreciation of the diversity and interdependence of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage

- Reflects on their own contribution to society
- Understands the notion of interdependence in an increasingly complex society

- An understanding of the dynamic, evolutionary nature of cultures
- A sense of personal enrichment through encounter with cultural media and tradition from a range of cultures
- Regard for the height of human achievement in all cultures and societies
- Openness to new ideas and a willingness to modify cultural values in the light of experience





Corpus Christi Catholic Primary School

Early Years Foundation Stage Progression grids

Corpus Christi Catholic Primary School

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Confidence	Children to have confidence to speak with others in the class asking questions.	Children to have confidence to put hand up during class discussion.	Children to put hand up and answer challenging questions during carpet time.	Select and use activities and resources with help when needed.	Able to make a comment during circle time. E.g what is your favourite food. Answer in context.	Able to put hand up and answer a question confidently during carpet time.
Responsibility	Children to be responsible for their environment. Children to decide what to put out in provision.	Children to have responsibilities in the class. E.g. line leader, giving out milk and snack.	Children to be aware that they are responsible for their own actions.	Ensure children know that they are responsible for looking after their own coat and bag etc.	Give children jobs to do in the classroom. "Put all the empty milk cartons in the bin."	

Rules	Children to think of the rules that we need to follow and write them as a class in Reception.	Children to remind other children of the rules if they are seen to not be following them.	Children to decide what will happen if a child doesn't follow the rules. E.g. having to sit with the timer.	Children to know why we have rules.		Children to think of the rules that we need to follow and write them as a class in Nursery.
Conflicts	Children to be able to solve conflicts. Listen to their peer and agree a compromise.	When children are reading stories, children to comment on what they would do to make the situation better.	Children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Children to know to say sorry when they have not followed the rules to the adult and the child if needed.		Children to know to ask for help if they need an adult to help them with their problem.
Sharing	If another child asks for a turn of a resource, child to say yes in 5 minutes if they are not ready straight away to hand their activity over.	Children to problem solve and talk about how they are going to come to a solution if lots of children want to play with the same thing.	Children to deal with their own problems before asking an adult for help.	Children to say yes when another child asks if they can have a turn of an activity.		Children to be able to ask if they would like a turn of a resource.
Feelings	Encourage children to express their feeling if they feel hurt or upset using descriptive vocabulary.	Children to openly talk about their feelings and opinions.	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better?	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better?	Children to talk about how they are feeling daily using happy and sad.	Children to talk about how characters are feeling in books using word such as happy and sad.
Relationships	Children to gain friendships with children and adults in other year groups. E.g. at dinner time, after school club etc.	Children to gain good relationships with all of the children in the class and the adults in the setting.	Children to gain special friendships with children in the setting.	Children to have 2 or 3 special friend in the class that they choose to play with.	Children to have one special friend in the class that they choose to play with.	Children to gain good relationships with adults in the class.

Achievements	Children to show off their achievements to their peers that they have accomplished at home or at school.	Children to reflect and self-evaluate their work. e.g. What do you like about your painting? What would you change?	Help children to set own goals and to achieve them.	Encourage children to bring in achievements And pictures from home.	Children to reflect on their work. e.g when they have built a model, what is their favourite thing about it?	
Needs	Children to remind others in the class they need to get a tissue or wash hands.	Children to eat all the vegetables at lunch time. Children to know that sometimes they must eat things that they don't like as much as other things.	Children to know to wash hands when they have been outside to play or if they are dirty.	Children to blow nose independently and know to get a tissue if they need one.	Children to try all of the vegetables at lunch time.	Able to use the toilet and wash hands confidently.
Playing	Children to play in a group listening to other children's ideas and using them in their play.	Children to play in a large group for a long period of time sustaining concentration.	Children to play in a group of up to 4 children for 10-15 minutes.	Children to play with two other children interacting with them for 5-10 minutes.	Children to play with one other child interacting with them for a short period of time.	Children to play alongside others.
Behaviour	<p>Children to follow the rules in the class. Children to always display positive behaviour. If children do not follow the rules, children to say sorry to the person they have upset. Children to talk about their negative behaviour and what they need to do next time. Children to rectify their mistakes and make it better. Children to have space to calm down and return to an activity.</p>					

Corpus Christi Catholic Primary School

Communication and Language Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery	
STORY TIME	<p>I listen to and discuss a wide range of poems, stories and non-fiction at my book band and above.</p> <p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Can engage in story times</p> <p>Understands how to listen carefully and why listening is important.</p>	<p>Can describe events in some detail.</p> <p>Uses talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listens to and talk about stories to build familiarity and understanding.</p> <p>Retells the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Engages in non-fiction books.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p> <p>Can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
SINGING	<p>I am learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Listens carefully to rhymes and songs, paying attention to how they sound.</p>		<p>Learn rhymes, poems and songs</p>		<p>Sings a large repertoire of songs.</p> <p>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story</p>
VOCABULARY	<p>I can discuss word meanings, linking new meanings to those I already know</p>	<p>Learns new vocabulary</p>	<p>Uses new vocabulary through the day</p>	<p>Uses new vocabulary in different contexts</p>		<p>Uses a wider range of vocabulary</p> <p>Develops their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p>





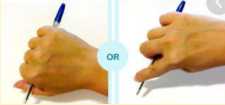

<p>PHONIC SOUNDS</p>	<p>Read Write Inc Set 3 sounds</p>	<p>Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>	<p>Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>	<p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>	
<p>QUESTIONING</p>	<p>I am making inferences on the basis of what is being said and done</p> <p>I am predicting what might happen on the basis of what has been read so far</p>	<p>Asks questions to find out more and to check they understand what has been said to them</p>		<p>Understands a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>
<p>EXPRESSION</p>	<p>I can participate in discussion about what is read to me, taking turns and listening to what others say</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p>		<p>Uses longer sentences of four to six words</p>	<p>Can 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>CONVERSTAION</p>	<p>I can explain clearly my understanding of what is read to me.</p>	<p>Can connect one idea or action to another using a range of connectives.</p>		<p>Can start a conversation with an adult or a friend and continue it for many turns</p>	<p>Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

Corpus Christi Catholic Primary School

Physical Development Progress Model for Knowledge and Skills

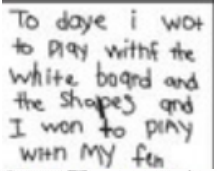
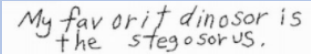

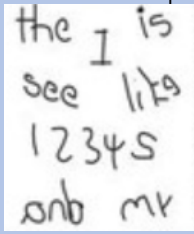
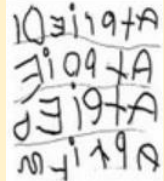
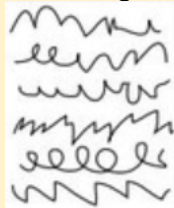
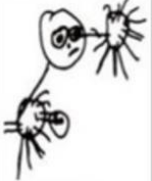
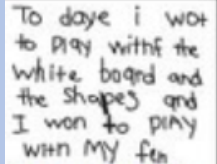

	Minimum Expectations for KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Dressing	Fasten small buttons Tie own shoelaces	Take off own coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	Put on socks and shoes correctly Fasten zip independently	Able to put hand up and answer a question confidently during carpet time.
Riding a bike	Can brake at a specific point with control Can follow at a sensible distance behind another rider Can control speed in a group Can follow a path set by another rider.	Can pedal and maintain balance while manoeuvring around obstacles	Can pedal and maintain balance for a few feet on a flat surface	Can stop a bike effectively using brakes Can pedal and maintain balance for a few feet down a slight incline	Can maintain balance while manoeuvring around corners	Can use feet to scoot a balance bike and maintain balance.	Can 'walk' a balance bike
Ball skills	Can throw with accuracy	Throw ball underhand	Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition	Hit 2ft target from 5ft away with a tennis ball using underhand toss	Children to know why we have rules.	Children to think of the rules that we need to follow and write them as a class in Nursery.	

	Bounce a tennis ball on the floor and catch in one hand	Catch a tennis ball from 5 feet using only hands	Bounce and catch a large ball using 2 hands	Bounce a large ball	Catch a large ball by bringing hands in towards chest	Catch a large ball between extended arms	Catch a ball by chasing- does not necessarily respond to aerial ball
	Can use kicking in a team game	Coordinate body to meet and kick a ball that is rolled to them from a distance	Run towards and kick a ball	Walk towards and kick a ball	Direct kick to knock down a tower	Kick ball with one foot while swinging opposite arm	Use foot to tap static ball a small distance
Balance	Balance on an unstable surface with increasing control	Walk along a low narrow balance beam	Hold controlled static balance on one leg	Walk along a low, wide balance beam	Walk along chalk line	Stands on one foot for 2 seconds	Stands on tiptoes
Jumping	Skip rhythmically	Hop up to 10 times on alternate feet	Jump and turn in the air	Hop on one foot 3-5 times	Jump forward taking off and landing on 2 feet	Jump over a small stationary object	Jump off a low object with both feet off the ground
Using tools	Use scissors to cut fabric	Use scissors to cut around a shape on paper	Use scissors to cut paper in half	Use one-handed tools, for example, making snips in paper with scissors	Use one-handed tools, for example, making snips in paper with scissors	Explore a range of tools – spoons, spades, paintbrushes etc	Pour from one container to another
	Use a knife and fork independently	Cut using a knife	Spread using a knife	Use knife to cut soft food like banana and strawberry	Spoon cereal from container to dish with little spilling	Stab food using a fork	Use a spoon to pick up food and put it in mouth
Cutting tools	Cuts complex shapes, such as figures.	Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)	Cuts straight line (within ½ inch from the drawn line, improving in accuracy)	Snips paper moving forward Uses helping hand to hold and help to guide the paper (non-dominant hand)	Opens/closes blades (not ready to use them on paper yet) Starts snipping paper (not moving forward with the scissors but making small snips)	Holds scissors, often with both hands, learning to open and close the blades

<p>Pencil skills</p>	<p>Dynamic tripod grasp</p> 	<p>Static tripod grasp</p> 	<p>4 finger grasp</p> 	<p>4 finger grasp</p> 	<p>Digital pronate grasp</p> 	<p>Palmer grasp</p> 
<p>Independence</p>	<p>Edit and refine movements and games</p>	<p>Collaborate with others to devise team games and manage resources</p>	<p>Start to make up their own physical games</p>	<p>Start to make up their own physical games</p>	<p>Children work independently to develop basic skills</p>	
<p>Resources (not limited to)</p>	<p>Children are exposed to using different material</p>	<p>Socks, shoes, coats, buttons, laces, pedal bikes, balance beams, scissors, cutlery, whisks, hole punches</p>	<p>t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils</p>	<p>t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils</p>	<p>Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencils</p>	

Corpus Christi Catholic Primary School

Literacy Progress Model for Knowledge and Skills

Links to KS1 curriculum	Minimum Expectations for Reception		Minimum Expectations for Nursery				
<p style="text-align: center; font-size: 2em; font-weight: bold;">Writing</p> <p>Multiple related sentences with many words spelled correctly</p>  <p>Today I am going to the stor with my mo/ht. I am going to by a present for my brokis birthday. He is five yers old.</p> <p>Whole sentence writing develops.</p>	<p>All syllables represented</p>  <p>A child hears beginning, middle and end sounds.</p>	<p>Initial and final sounds appear</p>  <p>I lk mi Bk.</p> <p>Beginning and ending letters are used to represent words</p>	<p>Environmental print</p>  <p>Awareness of print, copied from surroundings</p>	<p>Letter strings</p>  <p>Letter strings move from L to R and move down the page</p>	<p>Scribble writing</p>  <p>Progression is from left to right</p>	<p>Pictures</p>  <p>Picture tells a story to convey message</p>	
		<p>Inventive spelling</p>  <p>Whole sentence writing develops.</p>					<p>Vowel sounds appear</p> <p>Evidence of tricky words</p>  <p>Medial sound may initially be written as a consonant. Vowels begin to appear.</p>
	Use of Read Write Inc Sounds						
	<p>Read Write Inc Set 2 sounds</p> <p>Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>	<p>Read Write Inc Set 1 sounds</p> <p>M, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>					
	Use of tricky words						

	Year 1 Common Exception words	said have like so do some some little one were there what went out	he she we me be was you are her all they me	I the to no go into			
		Elements of writing					
	<p>My writing can be read by others.</p> <p>Some words are spelled correctly and others are phonetically plausible</p> <p>I can spell many HFW words</p>	<p>I am starting to use a full stop.</p> <p>I can reread what I have written.</p> <p>I am starting to use some finger spaces between my words.</p> <p>I am forming my letters correctly.</p> <p>I am starting to use capital letters.</p>	<p>I can write simple captions lists to match a picture</p> <p>I can write a simple sentence using my phonic knowledge and knowledge of tricky words</p>	<p>I can write cvc words using phase 2 sounds</p> <p>I am starting to write ph 2 tricky words I can write cvc wrds using some digraphs.</p> <p>I am starting to write ph 3 tricky words</p>	<p>I am working on representing some sounds in order when I sound out.</p> <p>I can write initial and end sounds</p>	<p>I can write my name</p> <p>I can write some recognisable letters when I write</p>	
		Elements of Reading					
Reading	<p>I can read accurately by blending sounds in unfamiliar words containing sounds that I have been taught</p> <p>I can read aloud accurately books in my book band.</p> <p>I can re-read books to build up my fluency and confidence.</p>	<p>Reread books to build up confidence and fluency</p> <p>Recall of more tricky words</p>	<p>Segment and blend words in reading book</p> <p>Read simple words and sentences with known letter sounds</p>	<p>Reading letter groups (Digraphs) to represent one sound. Read a few common exception words</p>	<p>Reading initial sounds individual letters</p> <p>Blending sounds into words</p> <p>Oral blending</p>	<p>Understands that print has meaning</p> <p>Knows the names of different parts of a book</p>	<p>Knows that we read from left to right and top to bottom</p> <p>Knows that pages have sequences.</p>

	I can use the sounds I know to decode words.	Know at least 10 digraphs Read aloud books containing phase 2 and 3 sounds	Read words containing blends cvcc ccvc ccvcc	Read words containing blends cvcc ccvc ccvcc	Can spot and suggest rhymes Can count or clap syllables in words
	Use and recognition of Read Write Inc sounds				
	I can recognise quickly the sounds for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	
	Use and recognition of tricky words				
	I can read year 1 common exception words.	said have like so do some some little one were there what went out	he she we me be was you are her all they me	I the to no go into	

Corpus Christi Catholic Primary School

Mathematics Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception				Minimum Expectations for Nursery			
COUNTING	<p>Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, can identify 1 more and 1 less</p> <p>Counts in multiples of 2s, 5s and 10s</p>	Counts objects, actions and sounds	Knows that the number does not change if simply rearranged	Links cardinal number value	Subitise up to 5 objects	Say number word in sequence	Tag each object with one number word	Knows that the last number counted gives the total so far	Subitise up to 3 objects
COMPARISON	Use language of equal to, more than, less than (fewer), most, least	Can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bigger than 2.		Knows the 'one more than/one less than' relationship between counting numbers		Can compare collections and begin to talk about which group has more things		Can identify groups with the same number of things	
COMPOSITION	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	Knows that a number can be partitioned into more than 2 numbers		Can automatically recall number bonds for numbers to 10		Can physically partition a number of things into two groups, and can recognise that those groups can be recombined to make the same total		Can talk about the different arrangements they can see within the whole	

PATTERN	Explore and identify pattern within the number system	Can identify the 'unit of repeat'	Continue a pattern which ends mid-unit	Continue and create more complex patterns (ABC, ABB, ABBC)	Can record the patterns they make by symbolising the unit structure	Talk about and identify patterns in their environment	Continue an ABAB pattern	Create an ABAB pattern	Notice and correct an error in an ABAB pattern
SHAPE, SPACE AND MEASURE	Sound knowledge of 2D and 3D shapes, including rectangles (including squares) circles, triangles cuboids (including cubes), pyramids, spheres	Compose and decompose shapes, recognising that shapes can have shapes within them	Use spatial reasoning skills to create or problem solve	Name and discuss properties of basic 3D shapes	Combine shapes to make new ones	Name and discuss the properties of basic 2D shapes	Identifies similarities between shapes	Explores shapes and the attributes of particular shapes through construction play	Uses the language of position and direction. E.g. position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.
MEASURE	Use and apply in practical contexts, a range of measures, including time.	Recognise the relationship between the size and number of units	Begin to use units to compare things	Begin to use time to sequence events	Compare length, weight, time and capacity	Recognise the specific attributes of (for example) length – that a stick is long; adults are tall.	Can find something that is longer/ shorter or heavier/ lighter than a given reference item	Show an awareness of comparison in estimating and predicting	Compare objects relating to size and length

Corpus Christi Catholic Primary School

Understanding of the World Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
HISTORY LINKS	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	Can discuss similarities and differences between people in their family.	Can talk about members of immediate family in more detail.	Can talk about past and upcoming events with their immediate family	Can briefly talk about some members of their family	Can talk about any pets they might have	Able to say who they are and who they live with
		Can identify similarities and differences between jobs	Can identify emergency situations and know who to call	Is able to discuss different occupations of family members	Talk about a wider range of occupations (electrician, plumber etc)	Shows an interest in different occupations (nurses, doctor, police, fire...)	
		Sequence family members, explaining who they are and the key differences between what they can/can't do		Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members by size and name (baby, child, adult)	
	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.	Compare and contrast characters from stories, sharing similarities and differences		Share some similarities between characters, figures or objects	Share likes and dislikes	Comments on fictional characters in stories	
		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				Comments on historical figures or objects in non-fiction texts	
R.E. LINKS	Describe memories that have happened in their own lives	Comments on pictures of wide range of celebrations (Diwali, Eid, Christmas)	Comments on images of familiar experiences (holidays, visiting the	Comments on recent pictures of celebrations in their won life "This was me celebrating Diwali"	Comments on recent pictures of celebrations in their won life "This was me celebrating	Comments on recent pictures of experiences in their own life "This is me on the farm..."	

			park, going to the dentist)		Diwali"		
	Can recognise name and describe religious places	Knows why religious venues are special and who goes there	Can name different religious venues-Church, Mosque and Gurdwara as a minimum		Can name different religious venues-Church, Mosque and Gurdwara as a minimum		
	Describe the main beliefs of a religion. Describe the main festivals of a religion.	Can articulate what others celebrate and begin to explain		Developing positive attitudes about differences between people	Developing positive attitudes about differences between people	Knows that there are differences between what people believe	
GEOGRAPHY LINKS	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features	Can use maps to locate objects in 'real life'	Identifies features on a simple map (trees, house, river, mountain)	Identifies features on a simple map (trees, house, river, mountain)	Knows what a map is used for	
	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country.	Can name the 4 countries of the UK and at least 2 other countries	Knows that 4 countries make up the UK and can name at least 1 other country		Knows that there are different countries in the world	Knows that we live in Rainford which is in England	
		Can identify similarities and differences between homes and other countries	Can identify similarities and differences between home and our country	Knows that different countries have different homes	Can explain features of other homes	Knows where they live (house, bungalow, flat)	
		Make comparisons between life for children in different countries		Explains how life may be different for other children	Explains how life may be different for other children	Can articulate what daily life is like in our country	
	Observe the natural and humanly constructed world around them	Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live	Talk about local environments (their road, the park, the library, Rainford)	Talk about local environments (their road, the park, the library, Rainford)	Talk about what they see in their own environment (school/home) using a wide vocabulary	

SCIENCE LINKS	Explores the world around them, asking how and why Q's.	Explores the natural world around them	Talks about differences between materials and changes they notice		Explore collections of materials, identifying similar and different properties		Explore collections of materials
		Explain what their five senses are		Can name their five senses	Can name their five senses	Uses senses in hands on exploration	
	Notices links between cause and effect (speed, shape, direction and magnetism).	Explores non-contact forces (gravity and magnetism)		Explores and talks about forces (push and pull)	Explores and talks about forces (push and pull)	Explores how things work	
	Identify seasonal weather patterns	Understands the effect of seasons on the natural world, discussing when and how things grow		Names and orders seasons	Can identify what you need to wear d=for each season and why	Understands that the weather changes and that in different countries you have different weather	
	Observe the natural and humanly constructed world around them.	Understands the need to respect and care for the natural environment and all things	Can talk about different life cycles	Can say what plants need to survive	Can explain the life cycle of a plant and butterfly	Plant seeds and cares for growing plants with support	Understands the difference between plants and animals
COMPUTING LINKS	Uses various tools such as brush, pens, stamps, easer and shapes.	Uses various tools such as brush, pens, stamps, erasers and shapes with support		Selects brushes, colours and rubbers when drawing on paint software	Selects brushes, colours and rubbers when drawing on paint software		
		Children can independently change games or increase levels of difficulty on games		Can play simple games on the IWB by dragging and dropping items	Can play simple games on the IWB by dragging and dropping items		
		Erases content and understands how to charge cameras	Children can edit photos	Children can record videos on the camera	Children can take photos on the camera		Children can switch a camera on and off
	Identify which things count as personal information. Asks for help when they need it.	Children know what personal information is and know that it should not be shared online		Children know to ask for help if needed.			

Corpus Christi Catholic Primary School

Expressive Arts and Design Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
PAINTING	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Able to mix primary colours to make secondary colours	Able to mix primary colours to make secondary colours	Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Can use thin brushes to add detail	Can use thick brushes	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand
	Print with a variety of resources	Create patterns or meaningful pictures when printing		Print with small blocks, small sponges, fruit, shapes and other resources	Print with small blocks, small sponges, fruit, shapes and other resources	Print with large blocks and larger sponges	
DRAWING	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Draws potato people (no neck or body)	Draws potato people (no neck or body)	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.
	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children are able to draw simple things from memory	Children are able to draw simple things from memory	Children are able to draw things that they observe	

COLLAGE	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Use glue sticks and glue spatulas independently	Use glue sticks and glue spatulas independently	Use glue spatulas with support	Use glue sticks with support
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Adds other materials to develop models (tissue paper, glitter...)	Adds other materials to develop models (tissue paper, glitter...)		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Product is all one texture	
SCULPTURE	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play		Builds simple models using walls, roofs and towers.	Builds simple models using walls, roofs and towers.	Builds walls to create enclosed spaces	Builds towers by stackings objects
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions	Makes something that they give meaning to	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes marks in clay	Explores clay
MUSIC	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		Talks about how music makes them feel	Talks about how music makes them feel	Responds to music	Enjoys listening to music
	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		

SINGING AND DANCING	Put a sequence of actions together	Learns longer dance routines, matching pace		Learns short routines, beginning to match pace	Learns short routines, beginning to match pace	Copies basic actions	Moves to music
	Begin to improvise independently to create a simple dance	Replicates dances and performances		Shares likes and dislikes about dances/performances	Watches dances and performances	Beginning to watch performances for short periods of time	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody	Sings in a group, trying to keep in time	Sings in a group, trying to keep in time	Sings in a small group	Knows some words when singing
ROLE PLAY	To take part in a simple role play of a known story	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	Uses own experiences to develop storylines	Uses own experiences to develop storylines	Plays with familiar resources	
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	Participates in small world play related to rhymes and stories	Participates in small world play related to rhymes and stories	Simple small world (farm, cars, trains, dolls)	
INDEPENDENCE	Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay		Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child
		Returns to work on another occasion to edit and improve		Creates their own piece of art and begins to self-correct any mistakes	Creates their own piece of art and begins to self-correct any mistakes	Creates their own piece of art and gives meaning	Creates their own piece of art
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further		Works with a friend, copying ideas and developing skills together	Works with a friend, copying ideas and developing skills together	Children work independently to develop basic skills	

RESOURCES (NOT LIMITED TO)

Children are exposed to using different materials

Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws

Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB

Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB

Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments