

Oldbrook First School and Nursery Early Years Foundations Stage Skill progression

Curriculum Intent

At Oldbrook First School and Nursery we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation

At Oldbrook First School and Nursery we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Read Write Inc. programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression.

The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education.

We work hard to create strong partnerships between home and school. Parents receive knowledge organisers each half term to inform them

Together we make the difference

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of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

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 peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Personal Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive Managing Self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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<p><u>Personal, Social and Emotional Development</u></p> <p>2 year old</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Builds relationships with special people but may show anxiety to strangers</p> <p style="text-align: center;"><u>Managing Self</u></p> <p style="text-align: center;"><u>Self Regulation</u></p> <p>Can feel overwhelmed by intense emotions</p> <p>Seeks comfort from familiar adults when needed</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>More able to separate from their close carers and explore new situations</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Knows their own name, their preferences and interests</p> <p style="text-align: center;"><u>Self Regulation</u></p> <p>Participates more in collective cooperation as their experience of routines and understanding of boundaries grows</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Is beginning to be able to cooperate in favourable situations</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Experiments with their own and other peoples' views through play</p> <p style="text-align: center;"><u>Self Regulation</u></p> <p>Is becoming able to think about their feelings as their brain starts to develop connections</p> <p>Responds to the feelings of others, showing concern and offering comfort</p>
<p><u>Personal, Social and Emotional Development</u></p> <p>3 – 4 years</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Seeks out compassion with adults and other children</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Selects and uses activities and resources with help when needed</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Shows increasing consideration of other people's needs and gradually more impulse control</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> <p style="text-align: center;"><u>Managing Self</u></p>

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	<p style="text-align: center;"><u>Self-Regulation</u></p> <p>Expresses a wide range of feelings in their interactions with others</p> <p>May exhibit increased fearfulness of things</p>	<p>Increasingly independent in meeting his/her own care needs</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <p>Talk about how others might be feeling</p> <p>Developing a sense of responsibility</p> <p>Increasingly following rules</p> <p>Uses words like happy, sad, angry and worried</p>	<p>Becoming more aware of the similarities and differences between themselves and others in more detailed ways</p> <p>Begin to express their needs and wants with support</p> <p>Making healthy choices about food, drink activity and toothbrushing</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <p>Helps to find solutions to conflicts and talks about ways to solve these</p> <p>Is developing ways of being assertive</p>
<p><u>Personal, Social and Emotional Development</u></p> <p>Reception</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Creates a bond with a familiar adult to gain emotional support and begin to express their wants and needs</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Shows confidence in choosing resources</p> <p>Confident to try new things</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Develops particular friendships with other children</p> <p>Beginning to share and take turns</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Can say what they are good at and what they would like to get better at</p> <p>Have an idea of what they want to play and how they want to go about it</p>	<p style="text-align: center;"><u>Making relationships</u></p> <p>Increasingly flexible and cooperative as they are able to understand peoples wants and needs</p> <p>Think about the perspective of others</p> <p>Works and plays cooperatively and take turns</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Recognises that they belong to different communities and social groups and communicates about home and community</p>

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	<p>Explain rules knows right and wrong</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <p>Is aware of behavioural expectations</p> <p>Talk about their own feelings</p>	<p>See themselves as a valuable individual</p> <p>Shows resilience and perseverance in the face of challenge</p> <p>Exploring ways to support; physical activity, healthy eating, toothbrushing, screen time, and a good night's sleep</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <p>Seeking support and practical help with new or challenging situations</p> <p>Attempts to repair a situation or relationship when someone is upset</p> <p>Talks about others' feelings</p> <p>Can set and work towards simple goals</p>	<p>Managed own personal hygiene</p> <p style="text-align: center;"><u>Self-Regulation</u></p> <p>Seeks ways to manage conflict, for example through sharing, negotiation and compromise</p> <p>Understanding their own and other people's feelings offering empathy and comfort</p> <p>Is more able to manage their feeling and tolerate situations in which their wishes cannot be met</p> <p>Focused attention to what teacher says</p>
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ELG - Self-Regulation.

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG - Managing Self.

- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- *Explain the reasons for rules, know right from wrong and try to behave accordingly.

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*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG - Building Relationships.

- *Work and play cooperatively and take turns with others.
- *Form positive attachments to adults and friendships with peers.
- *Show sensitivity to their own and to others' needs

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p><u>Communication and language</u></p> <p>2 year old</p>	<p><u>Listening and attention</u> Listens with interest to the noises make when they read stories</p> <p><u>Understanding</u> Identifies action words by following simple instruction e.g. show me jumping</p> <p><u>Speaking</u> Uses language to share feelings, experiences and thoughts</p>	<p><u>Listening and attention</u> Recognises and responds to many familiar sounds e.g turning to a knock on the door, at or going to the door</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p><u>Understanding</u> Understands who, what, where, in simple questions</p> <p>Developing understanding of simple context e.g fast/slow good/bad</p>	<p><u>Listening and attention</u> Single channelled attention – can shift to a different task if attended fully obtained – using child's name to help focus</p> <p><u>Understanding</u> Beginning to understand more complex sentences e.g. put your coat away an then sit on the carpet</p> <p><u>Speaking</u> Learns new words very rapidly and is able to use them in communicating</p>
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		<p style="text-align: center;"><u>Speaking</u></p> <p>Holds a conversation, jumping from topic to topic</p> <p>Uses a variety of questions; what, where, who</p>	Beginning to use word endings
<p><u>Communication and Language</u></p> <p>3 – 4 years</p>	<p style="text-align: center;"><u>Listening and Attention</u></p> <p>Listen to others in one to one or small groups</p> <p>Paying attention to more than one thing at a time</p> <p style="text-align: center;"><u>Understanding</u></p> <p>Responds to instruction with more than 1 element</p> <p>Understands and responds to 'why' questions</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Start conversations and continue it for many turns</p> <p>Retell a simple event in the correct order</p> <p>Talks extensively about things important to them</p>	<p style="text-align: center;"><u>Listening and Attention</u></p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Enjoys listening to longer stories</p> <p style="text-align: center;"><u>Understanding</u></p> <p>Understands use of objects. For example, 'Which one do we cut with?'</p> <p>Understands two-part instruction</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Sing a large repertoire of songs, know many rhymes</p> <p>Talk about familiar books and retell story</p> <p>Uses talk to organise play</p> <p>Express a point of view</p> <p>Uses longer sentences of 4 to 6 words</p>	<p style="text-align: center;"><u>Listening and Attention</u></p> <p>Joins in with repeated refrains in a story</p> <p>Anticipate key events and phrases in rhymes and stories</p> <p>Follows instructions</p> <p style="text-align: center;"><u>Understanding</u></p> <p>Show understanding of prepositions: under, on top, behind</p> <p>Understands why questions</p> <p style="text-align: center;"><u>Speaking</u></p> <p>Use a range of tenses</p> <p>Ask 'who, what, when, why and how' questions</p> <p>Uses talk to explain what is happening and what might happen next</p>

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<p><u>Communication and Language</u></p> <p>Reception</p>	<p><u>Listening and Attention</u> Listen carefully</p> <p>Engages in story time</p> <p><u>Understanding</u> Understand questions using 'who, why, when, where and how'</p> <p>Responds to ideas expressed by others in conversations</p> <p><u>Speaking</u> Introduce a story line and narrative into their play. Articulate ideas and thoughts in well - formed sentences</p> <p>Learns new vocabulary</p>	<p><u>Listening and Attention</u> Indicate two channelled attention – can both listen and do for a short period of time</p> <p>Listens to and talk about stories to build familiarity and understanding</p> <p>Engage in non-fiction books</p> <p>Listens to songs and rhymes</p> <p><u>Understanding</u> Retell a story, once developed familiarity with text including repetition and some in own words</p> <p>Follow a story without pictures and props</p> <p><u>Speaking</u> Ask 'who, why, when, where, what and how' questions to find out more of an interest</p> <p>Connect ideas together using a range of connectives</p>	<p><u>Listening and Attention</u> Listen attentively and respond to what they hear with relevant questions 'who, why, where, what and how' comments and actions when being read to</p> <p>Make comments about what they have heard and ask questions 'who, why, when, where, what and how' to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges</p> <p><u>Speaking</u> Participate in small group, class and one to one discussion offering ideas and new vocabulary</p> <p>Offer explanations for why things might happen using new vocabulary from stories, rhymes and poems where appropriate</p>

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ELG - Listening and Understanding.

- *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.
- *Make comments about what they have heard and ask questions to clarify their understanding.
- *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG - Speaking.

- *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<u>Physical Development</u>	<u>Fine Motor</u> May be beginning to show preference for dominant hand or leg and foot	<u>Fine Motor</u> Turns pages in a book, sometimes several at once	<u>Fine Motor</u> Holds mark making tools with thumb and all fingers
2 year old	<u>Gross Motor</u>	Shows increasing control in holding, using and manipulating a range of	<u>Gross Motor</u> Kicks a stationary ball with either foot, throws a ball with increasingly force and accuracy

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	<p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on ground and rises to feet with hands</p> <p>Sits comfortably on a chair</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begin to understand and choose different ways to move</p>	<p>tools and objects such as tambourines, jugs, hammers and mark making tools</p> <p style="text-align: center;"><u>Gross Motor</u> Run safely on whole foot</p> <p>Moves in response to music, or rhythms played on instructions such as drums and shakers</p>	<p>and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support</p> <p>Uses wheeled toys increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p>
<p style="text-align: center;"><u>Physical Development</u></p> <p>3 – 4 year old</p>	<p style="text-align: center;"><u>Fine Motor</u> Hold mark making tools with a firm grip with all fingers and thumb</p> <p style="text-align: center;"><u>Gross Motor</u> Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles</p>	<p style="text-align: center;"><u>Fine Motor</u> Pull zips up and down when fastened at the bottom</p> <p style="text-align: center;"><u>Gross Motor</u> Develop movement and successfully balance on one foot leg, rise scooters and trikes</p> <p>Decide which movement is appropriate for different activities. For example, walk a plank, crawl under the table</p> <p>Use large muscle movements to make marks</p>	<p style="text-align: center;"><u>Fine Motor</u> Show a preference for a dominate hand</p> <p>Begin to hold smaller tools with a firm grip including toothbrush, hair brush and scissors etc</p> <p style="text-align: center;"><u>Gross Motor</u> Manipulate a range of thick tools and equipment in one hand thick paintbrushes, thick pencils and pens etc. Use and manage large objects for example, moving large blocks and planks.</p>

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<p><u>Physical Development</u></p> <p>Reception</p>	<p><u>Fine Motor</u></p> <p>Develop skills to use fine tools confidently and competently for example; pencils, paintbrushes, scissors and cutlery.</p> <p><u>Gross Motor</u></p> <p>Use core muscle strength to sit with good posture at the table or on the carpet</p> <p>Move fluently, with control and grace where required, rolling, crawling, walking, jumping, hopping, skipping and climbing</p> <p>Confidently uses large and small apparatus indoors and outdoors Developing skill of lining up and queuing</p>	<p><u>Fine Motor</u></p> <p>Handle tools, objects and malleable materials safely and with increasing control and purpose</p> <p>Hold a pencil correctly in a tripod grip to form recognised letters, most of which are correctly formed</p> <p>Developing accuracy and care when drawing</p> <p><u>Gross Motor</u></p> <p>Jump off an object and land appropriately using hands, arms and body to stabilise and balance</p> <p>Increasing control over an object through pushing, patting, throwing, catching or kicking</p>	<p><u>Fine Motor</u></p> <p>Holds pencil effectively, using tripod grip in all cases to write fluently.</p> <p>Use a range of small tools effectively and with purpose including scissors, paintbrushes, tweezers and cutlery.</p> <p>Begin to show accuracy with marks</p> <p><u>Gross Motor</u></p> <p>Negotiate space and obstacle safely with confidence</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically and in control such as running, jumping, dancing, hopping, skipping and climbing</p>
<p><u>Health and self care</u></p> <p>2 year old</p>	<p>Shorts bursts of energy and needs to time to rest and calm with at least three hours of a day of exercise</p> <p>Feeds self competently</p> <p>Can hold a cup with two hands and drink well</p>	<p>Develops some independence in self care and shows an awareness of routines such as handwashing or teeth cleaning but still needs adult support</p> <p>Develops increasingly understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p>	<p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets and wellington boots</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p>

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<p><u>Health and self care</u></p> <p>3 – 4 year old</p>	<p>Can tell adults when hungry, full, or tired</p> <p>Describe in words the effects of physical activity on the body</p> <p>Can name and describe different parts of the body</p>	<p>Understands risks of using equipment</p> <p>Can wash and dry hands effectively and understand why this important</p> <p>Willing to try new textures and tastes</p> <p>Can mirror playful actions or movements of another adult or child</p>	<p>Working towards a consistent pattern in eating, toileting and sleeping and beginning to understand why this is important</p> <p>Gains more bladder control and bowel control</p> <p>Dresses with help</p>
<p><u>Health and self care</u></p> <p>Reception</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry and sad</p> <p>Established a consistent daily pattern in relation to eating, toileting and sleeping routines</p> <p>Shows understanding of the need for safety and rules when tackling new challenges and manages risks</p>	<p>Eats a healthy range of food and understands the need for variety</p> <p>Can describe a range of different food textures and tastes</p> <p>Can initiate and describe playful actions and movements for other children to mirror and follow</p> <p>Usually dry and clean during the day</p> <p>Shows understanding of how to transport and store equipment safely</p>	<p>Show understanding with good practices like exercise, eating, drinking water, sleeping and hygiene</p> <p>Practices some appropriate safety measures without direct supervision</p>

ELG - Gross Motor Skills.

- *Negotiate space and obstacles safely, with consideration for themselves and others.
- *Demonstrate strength, balance and coordination when playing.
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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ELG - Fine Motor Skills.

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- *Use a range of small tools, including scissors, paint brushes and cutlery.
- *Begin to show accuracy and care when drawing.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<u>Reading</u> 2 year old	Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories	Fills in the missing words or phrases in known rhymes	Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along to the beat
<u>Reading</u> 3 – 4 year old	Listen to and joins in with stories and poems and joins in with repeated phrases Begin to tell their own stories Shows interest in illustrations and words in print	Handles books and touch screen technology carefully and the correct way up Talks about events and characters in a story and might suggest what happens next	Begins to develop phonological and phonemic awareness through rhyme and alliteration, songs, poems and claps Hears and says the initial sound in words Engages in extend conversation about stories Understands that print have meaning and purpose Understand that we read left to right and page sequencing

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			Developing phonological awareness
<u>Reading</u> Reception	<u>Comprehension</u> Uses vocabulary in the form of speech Re-enacts and reinvents stories they have heard in their play Is able to recall and discuss stories or information that has been read to them or they have read themselves. <u>Word Reading</u> Continues a rhyming strong Hears and says initial sound in words Reads individual letters by saying sounds	<u>Comprehension</u> Describes main story settings, events and characters in increasing detail Engages with books and other reading materials <u>Word Reading</u> Begins to recognise some written names of peers or family members Begins to segment the sounds in simple words and blend them together Starts to link sounds to letters, naming and sounding the letters of the alphabet Begins to read some high frequency words Able to read simple phrases and sentences made up with known GPCs	<u>Comprehension</u> Anticipates key events in stories Retelling stories in their own words Uses and understands recently introduced vocabulary during discussions and role play Rereads books to build confidence in word reading <u>Word Reading</u> Know at least 10 diagraphs Can read words consistent with phonic knowledge Reads aloud simple sentences and books that are consistent with her/ his phonic knowledge
<u>Writing</u> 2 year old		Distinguishes between different marks they make	

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	Enjoys drawing and writing on paper and different textures, such as sand or playdough and through using touch – screen technology		
<u>Writing</u> 3 – 4 year old	Sometimes gives meaning to their drawings and paintings Includes mark marking and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols Make up stories, play scenarios and drawing in response to experiences such as outings	Attempts to write their own names or others names and words using combination of lines, circles and curves or letter type shapes	Begins to make letter type shapes to represent the initial sound of their name or familiar words Writes some letters accurately Uses some letter knowledge in early writing e.g. pretending to write a shopping list
<u>Writing</u> Reception	Gives meaning to marks they make Developing phonics knowledge by linking sounds to letters, identifying letters and writing recognisable letters in a sequence such as in their name	Begins to break the flow of speech into words Hear and say the initial sound in words and start to segment sound in words and blend these together Rereads what they have written	Use their development of phonic knowledge to write labels, captions and simple sentences Can form lower case and capital letters correctly Can write short sentences with known GPCS

ELG - Comprehension

*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

*Anticipate – where appropriate – key events in stories.

*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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ELG - Word Reading.

- *Say a sound for each letter in the alphabet and at least 10 digraphs.
- *Read words consistent with their phonic knowledge by sound-blending.
- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG - Writing.

- *Write recognisable letters, most of which are correctly formed.
- *Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- *Write simple phrases and sentences that can be read by others.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics

2 year old

Explores sizes, lengths, weights, and capacities in play

Beginning to anticipate times of the day such as meal times, snack, home time

Moves their bodies and toys around objects and explores fitting into spaces

Responds to some positional language
Choose puzzle pieces and tries to fit them in

Recognises two objects have the same shape

Begin to say some numbers and some in the right order

Beginning to notice numerals in the environment

Makes simple construction

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<p><u>Mathematics</u></p> <p>3 – 4 year old</p>	<p>Knowing the last number, you counted represents the total number of objects</p> <p>Talk and explore 2D shapes</p> <p>Say numbers to 5 in order</p> <p>Singing a range of number songs</p>	<p>Count up to 10</p> <p>Talk about and explore patterns in the environment</p> <p>Using vocabulary more and less</p> <p>Can say one number for each item in order; 1,2,3,4,5</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts</p>	<p>Develop fast recognition of numbers</p> <p>Make simple comparisons between objects' size, weight, length and capacity</p> <p>Show an awareness of positional language such as under/behind/ next to/ over/ on top of</p> <p>Subitise to 5</p> <p>Uses more than and less than language</p> <p>Solve real world mathematical problems up to 5</p> <p>Combines shapes to make new ones</p> <p>Able to extend and create a ABAB pattern and notices an error</p> <p>Beginning to describe a sequence of events</p>
<p><u>Mathematics</u></p> <p>Reception</p>	<p>Count up to 10 with 1:1 correspondence</p> <p>To subitise to 5</p> <p>Matching numerals to quantity</p> <p>Recognising numbers to 10 and order these</p> <p>to identify 2D shapes and talk about their properties</p>	<p>To explore number bonds to 5</p> <p>To use objects to solve addition and subtraction problems</p> <p>Exploring non-standard units to measure length, weight and capacity</p> <p>To begin to count to 20</p> <p>Share a group of objects equally</p> <p>Beginning to compare numbers</p>	<p>Doubling</p> <p>Solving addition and subtraction problems</p> <p>Making observations and comparisons with length, weight and capacity</p> <p>Recognise patterns in numbers</p> <p>Odd and evens</p> <p>Counting to 20 forwards and backwards</p> <p>Exploring number bonds to 10</p>

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	<p>to know that addition involves combining two or more groups of objects</p> <p>Exploring repeating patterns</p> <p>Counts objects, actions and sounds</p>	<p>Explore composition to 10</p>	<p>Understand more than and less than between consecutive numbers</p>
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ELG - Number

*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.

*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG - Numerical Patterns.

*Verbally count beyond 20, recognising the pattern of the counting system.

*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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<p><u>Understanding of the World</u></p> <p>2 year old</p>	<p><u>Past and Present (History link)</u> <u>People, Culture and Communities (RE link)</u></p> <p>Has a sense of own immediate family</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background</p> <p>Beginning to make their own friends</p> <p>Learns that they have similarities and differences that connect them to and distinguish from others</p> <p><u>The Natural World (Science and Geography links)</u></p> <p>Notices features of their environment</p> <p>Can talk about things they observe</p> <p>Enjoys playing with small world reconstructions building on first hand experiences</p> <p>Using their senses to explore the world around them</p>
<p><u>Understanding of the World</u></p> <p>3 – 4 year old</p>	<p><u>Past and Present (History link)</u></p> <p>To begin to talk about significant events in their life time</p> <p>Beginning to make sense of their own life</p> <p><u>People, Culture and Communities (RE link)</u></p> <p>To recognise similarities and differences between themselves and peers</p>

Oldbrook First School and Nursery Early Years Foundations Stage Skill progression

To know there are lots of people who help us

People celebrate different events all around the world

Shows interest in different occupations

Explores how things work

Developing positive attitudes, the differences between people

Knows their ae different countries in the world and can talk about the differences from photos

The Natural World (Science and Geography link)

Comments and ask questions about their world

Talks about why things may happen

To name parts of the body

Developing understanding about growth and changes over time

Shows care and concern for living things

Understands key features of a life cycle

Explores and talks about forces they may feel

Talks about the differences in materials and changes they notice

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Understanding of the World

Reception

Past and Present (History link)

Talk about how they have changed since they were a baby

Recount changes in their living memory

Talk about events in their life

Know their own experiences differ to others

Comments on images of familiar situations in the past

Compare and contrast from stories

Knows similarities and differences between things in the past and now

Talks about the lives of the people around them

Shows an understanding of the past through stories

People, Culture and Communities (RE link)

Enjoys joining in with family customs and routines

Describes immediate environment through discussions, stories and non – fiction texts and maps

Names people in their family and community

Says how members of the community help them

Knows that people around the world have different religions and special places

Draws information on a simple map

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Recognises some similarities and differences between life in this country and life in another country

The Natural World (Science and Geography links)

Describes what they see/hear/feel and explores the world around them

Knows that there are lots of places all over the world and there are lots of different languages

Understands the effect of changing seasons on the natural world

Look closely at similarities, differences, patterns and changes in nature

Knows about similarities and differences in relation to places, objects and materials

Talk about the features of their own immediate environment might vary from another

Make observations of animals and plants and explain why some things occur

To know which foods are good for us and which should be had in moderation

Explores important processes and changes in the natural world such as seasons and changing states of matter

ELG - Past and Present.

*Talk about the lives of the people around them and their roles in society.

*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

*Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG - People, Culture and Communities.

*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG - The Natural World.

*Explore the natural world around them, making observations and drawing pictures of animals and plants.

*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

<u>Expressive Arts and Design</u>	<u>Creating with materials</u>	<u>Creating with materials</u>	<u>Creating with materials</u>
2 year old	Shows an interest in the way sound makers and instruments sound <u>Being imaginative and expressive</u> Create sound effects and movements e.g sounds of cars or animals	Joins in with songs Uses 3D and 2D blocks to explore structures <u>Being imaginative and expressive</u> Uses everyday materials to explore and understand and represent their world	Enjoys and responds to playing with colour in a variety of ways <u>Being imaginative and expressive</u> Creates rhythmic sounds and movements

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<p><u>Expressive Arts and Design</u></p> <p>3 – 4 year old</p>	<p><u>Creating with materials</u></p> <p>Explores how sounds and movements can be changed</p> <p>Continues to explore colour and how colours can be changed</p> <p>Uses tools for purpose</p> <p><u>Being imaginative and expressive</u></p> <p>Create sounds and movements Mirroring what is observed adding variations</p>	<p><u>Creating with materials</u></p> <p>Explores joining in with moving dancing and ring games</p> <p>Using a variety of construction materials and join these</p> <p>Play instruments with increasing control</p> <p>Act out different scenarios using props to enhance play</p> <p><u>Being imaginative and expressive</u></p> <p>Plays alongside other children who are engaged in the same theme</p>	<p><u>Creating with materials</u></p> <p>Begins to develop lines in drawing to represent actions and objects</p> <p>Explores different materials freely using them with a purpose</p> <p><u>Being imaginative and expressive</u></p> <p>Uses movement and sounds to express ideas and feelings</p> <p>Experiments and creates movement in response to music and stories</p> <p>Uses available resources to create props</p>
<p><u>Expressive Arts and Design</u></p> <p>Reception</p>	<p><u>Creating with materials</u></p> <p>Begins to build a collection of songs and dances</p> <p><u>Being imaginative and expressive</u></p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own purpose</p> <p>Listens and moves to music expressing their feelings</p>	<p><u>Creating with materials</u></p> <p>Expresses their own ideas and feelings through art, dance, movement and music</p> <p>Making props for role play</p> <p>Shares creations and explaining processes</p>	<p><u>Creating with materials</u></p> <p>Develops their own ideas through experimentation with different materials</p> <p>Return on previous learning and refining ideas</p> <p>Creates collaboratively sharing ideas, resources and skills</p> <p>Safely uses and explores materials, tools and techniques</p>

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	Sings in a group matching pitch and melody	<u>Being imaginative and expressive</u> Responds imaginatively to art work and music Introduces a storyline or narrative into their play Watches and talks about others dance movements Explores and engages in music making and dance	<u>Being imaginative and expressive</u> Plays cooperatively as part of a group Invents, adapts and recounts narratives and stories with peers Performs songs, rhymes, poems and stories with others Sings a range of well-known nursery rhymes and songs
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ELG - Creating with Materials.

*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

*Share their creations, explaining the process they have used.

*Make use of props and materials when role playing characters in narratives and stories.

ELG - Being Imaginative and Expressive

*Invent, adapt and recount narratives and stories with peers and their teacher.

*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.