

Penns Primary School

Learning and Teaching Policy

Appendix 1a Curriculum Map KS1

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries.

Non-fiction

- Write labels.
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

Poetry

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

Note: Only the following are statutory at KS1:

- personal experiences
- real events
- poetry
- different purposes.

Reading

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Mathematics

- Count and calculate in a range of practical contexts.
- Use and apply mathematics in everyday activities and across the curriculum.
- Repeat key concepts in many different practical ways to secure retention.
- Explore numbers and place value up to at least 100.
- Add and subtract using mental and formal written methods in practical contexts.
- Multiply and divide using mental and formal written methods in practical contexts.
- Explore the properties of shapes.
- Use language to describe position, direction and movement.
- Use and apply in practical contexts a range of measures, including time.
- Handle data in practical contexts.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section of the Chris Quigley materials.)

Biology

Plants

- Identify, classify and describe their basic structure.
- Observe and describe growth and conditions for growth.

Habitats

- Look at the suitability of environments and at food chains.

Animals and humans

- Identify, classify and observe.
- Look at growth, basic needs, exercise, food and hygiene.

All living things*

- Investigate differences.

Chemistry

Materials

- Identify, name, describe, classify, compare properties and changes.
- Look at the practical uses of everyday materials.

Physics

Light*

- Look at sources and reflections.

Sound*

- Look at sources.

Electricity*

- Look at appliances and circuits.

Forces

- Describe basic movements.

Earth and space

- Observe seasonal changes.

Art and design

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

Computing

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.

- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.

- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Geography

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

History

Look at:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

Languages

- Languages is optional at Key Stage 1.

Music

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.

Personal development

- Discuss and learn techniques to improve in the eight areas of 'success'.
- Study role models who have achieved success.

Physical education

- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

- To follow the Birmingham Agreed Syllabus for Religious Education

** Items marked *are not statutory.*

Penns Primary School

Learning and Teaching Policy

Appendix 1b Curriculum Map KS1

Curriculum Map KS2

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters.
- Write plays.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-fiction

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non-chronological reports.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.

Poetry

- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor).

Note: Only the following are statutory at KS2:

- narratives
- non-fiction
- poetry.

Reading

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Mathematics

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
- Explore numbers and place value so as to read and understand the value of all numbers.
- Add and subtract using efficient mental and formal written methods.
- Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.
- Describe position, direction and movement in increasingly precise ways.
- Use and apply measures to increasingly complex contexts.
- Gather, organise and interrogate data.
- Understand the practical value of using algebra.

Art and design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

Computing

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section of the Chris Quigley materials)

Biology

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.
- Look at changes to the human skeleton over time.

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
- Look at teeth.
- Look at the human circulatory system.

All living things

- Identify and name plants and animals
- Look at classification keys.
- Look at the life cycle of animals and plants.
- Look at classification of plants, animals and micro organisms.
- Look at reproduction in plants and animals, and human growth and changes.
- Look at the effect of diet and exercise and drugs.

Chemistry

Rocks and fossils

- Compare and group rocks and describe the formation of fossils.

States of matter

- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

Physics

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

- Look at sources, vibration, volume and pitch.

Electricity

- Look at appliances, circuits, lamps, switches, insulators and conductors.

- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

Forces and magnets

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.

- Look at poles, attraction and repulsion.

- Look at the effect of gravity and drag forces.

- Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

- Look at the movement of the Earth and the moon.

- Explain day and night.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

- apply their understanding of computing to programme, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages

In the chosen modern language: (French)

- **Speak**
- **Read**
- **Write**

- Look at the culture of the countries where the language is spoken.

Music

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Geography

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

History

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.
- A non- European society that contrasts with British history chosen from:
 - Early Islamic Civilization
 - Mayan Civilization
 - Benin.

Plus History of interest to pupils

Personal development

- Discuss and learn techniques to improve in the eight areas of 'success'.

- Study role models who have achieved success.

- Study those who have lost success and relate this to the eight areas of 'success'.

Physical education

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

- To follow the Birmingham Agreed Syllabus for Religious Education

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Appendix 1c Curriculum Map EYFS

Prime Area	Personal, Social and Emotional Development											
	Making Relationships (MR)	Self –confidence and self-awareness (SC SA)	Managing feelings and behaviour (MFB)									
30 – 50 months	<p>-Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>-Initiates play, offering cues to peers to join them.</p> <p>-Keeps play going by responding to what others are saying or doing.</p> <p>- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<p>-Can select and use activities and resources with help.</p> <p>- Welcomes and values praise for what they have done.</p> <p>- Enjoys responsibility of carrying out small tasks.</p> <p>- Is more outgoing towards unfamiliar people and more confident in new social situations..</p> <p>-Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>-Shows confidence in asking adults for help.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<p>-Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>-Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>-Can usually adapt behaviour to different events, social situations and changes in routine.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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40 – 60+ months	<p>-Initiates conversations, attends to and takes account of what others say.</p> <p>-Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>-Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<p>- Confident to speak to others about own needs, wants, interests and opinions.</p> <p>-Can describe self in positive terms and talk about abilities.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<p>-Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>-Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>-Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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ELGs	<ul style="list-style-type: none"> - Children play co-operatively, taking turns with others. -They take account of one another's ideas about how to organise their activity. -They show sensitivity to others' needs and feelings. -They form positive relationships with adults and other children 	<ul style="list-style-type: none"> -Children are confident to try new activities. -They can say why they like some activities more than others. -They are confident to speak in a familiar group. -They will talk about their ideas. -They will choose the resources they need for their chosen activities. -They say when they do or don't need help. 	<ul style="list-style-type: none"> -Children talk about how they and others show feelings. -Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. -They work as part of a group or class and understand and follow the rules. -They adjust their behaviour to different situations. They take changes of routine in their stride. 									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Emerging</td> <td style="width: 33%;">Developing</td> <td style="width: 33%;">Secure</td> </tr> </table>	Emerging	Developing	Secure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Emerging</td> <td style="width: 33%;">Developing</td> <td style="width: 33%;">Secure</td> </tr> </table>	Emerging	Developing	Secure	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Emerging</td> <td style="width: 33%;">Developing</td> <td style="width: 33%;">Secure</td> </tr> </table>	Emerging	Developing	Secure
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Prime Area	Communication and Language											
	Listening and Attention [LA]	Understanding (U)	Speaking (S)									
30 – 50 months	<ul style="list-style-type: none"> -Listens to others one to one or in small groups, when conversation interests them. -Listens to stories with increasing attention and recall. -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Focusing attention – still listen or do, but can shift own attention. -Is able to follow directions (if not intently focused on own choice of activity). <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) -Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. - Responds to simple instructions, e.g. to get or put away an object. -Beginning to understand ‘why’ and ‘how’ questions. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). -Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). -Uses talk to connect ideas, explain what is happening and anticipate what might happens next, recall and relive past experiences. - Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. -Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). -Uses intonation, rhythm and phrasing to make the meaning clear to others. -Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. -Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i> <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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40 – 60+ months	<ul style="list-style-type: none"> -Maintains attention, concentrates and sits quietly during appropriate activity. -Two-channelled attention – can listen and do for short span. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Responds to instructions involving a two-part sequence. -Understands humour, e.g. nonsense rhymes, jokes. -Able to follow a story without pictures or props. -Listens and responds to ideas expressed by others in conversation or discussion. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. -Introduces a storyline or narrative into their play. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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Emerging	Developing	Secure										
ELGs	<ul style="list-style-type: none"> -Children listen attentively in a range of situations. -They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. - They give their attention to what others say and respond appropriately, while engaged in another activity. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Children follow instructions involving several ideas or actions. -They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Children express themselves effectively, showing awareness of listeners’ needs -They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. -They develop their own narratives and explanations by connecting ideas or events. <table border="1"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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Prime Area	Physical Development					
	Moving and handling (MH)			Health and self-care (HSc)		
30 – 50 months	<ul style="list-style-type: none"> -Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. -.Mounts stairs, steps or climbing equipment using alternate feet. - Walks downstairs, two feet to each step while carrying a small object. - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Can stand momentarily on one foot when shown. -. Can catch a large ball. - Draws lines and circles using gross motor movements. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -. Holds pencil near point between first two fingers and thumb and uses it with good control. -Can copy some letters, e.g. letters from their name. 			<ul style="list-style-type: none"> - Can tell adults when hungry or tired or when they want to rest or play -Observes the effects of activity on their bodies. -Understands that equipment and tools have to be used safely. -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. -Can usually manage washing and drying hands. - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 		
	Emerging	Developing	Secure	Emerging	Developing	Secure
40 – 60+ months	<ul style="list-style-type: none"> -Experiments with different ways of moving. -Jumps off an object and lands appropriately. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - Uses simple tools to effect changes to materials. - Handles tools, objects, construction and malleable materials safely and with increasing control. -Shows a preference for a dominant hand. -Begins to use anticlockwise movement and retrace vertical lines. - Begins to form recognisable letters. -. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 			<ul style="list-style-type: none"> - Eats a healthy range of foodstuffs and understands need for variety in food. -Usually dry and clean during the day.- -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. - Shows understanding of how to transport and store equipment safely. -Practices some appropriate safety measures without direct supervision. 		
	Emerging	Developing	Secure	Emerging	Developing	Secure
ELGs	<ul style="list-style-type: none"> -Children show good control and co-ordination in large and small movements. -Children move confidently in a range of ways, safely negotiating space. -They handle equipment and tools effectively, including pencils for writing. 			<ul style="list-style-type: none"> -Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe -They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently. 		
	Emerging	Developing	Secure	Emerging	Developing	Secure

Specific Area	Literacy							
	Reading (R)	Writing (W)						
30 – 50 months	<ul style="list-style-type: none"> -Enjoys rhyming and rhythmic activities - Shows awareness of rhyme and alliteration. -Recognises rhythm in spoken words. - Listens to and joins in with stories and poems, one-to-one and also in small groups. -Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories - Beginning to be aware of the way stories are structured. -Suggests how the story might end. - Listens to stories with increasing attention and recall. -Describes main story settings, events and principal characters. - Shows interest in illustrations and print in books and print in the environment. - Recognises familiar words and signs such as own name and advertising logos. - Looks at books independently. - Handles books carefully. - Knows information can be relayed in the form of print. - Holds books the correct way up and turns pages. - Knows that print carries meaning and, in English, is read from left to right and top to bottom. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Sometimes gives meaning to marks as they draw and paint. -Ascribes meanings to marks that they see in different places. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
Emerging	Developing	Secure						
Emerging	Developing	Secure						
40 – 60+ months	<ul style="list-style-type: none"> - Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. -Enjoys an increasing range of books. - Knows that information can be retrieved from books and computers. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Gives meaning to marks they make as they draw, write and paint. -Begins to break the flow of speech into words. -Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. -Links sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Writes own name and other things such as labels, captions - Attempts to write short sentences in meaningful contexts. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
Emerging	Developing	Secure						
Emerging	Developing	Secure						
ELGs	<ul style="list-style-type: none"> - Children read and understand simple sentences. - They use phonic knowledge to decode regular words and read them aloud accurately. -They read some common irregular words. - They demonstrate understanding when talking with others about what they have read. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Children use their phonic knowledge to write words in ways which match their spoken sounds. -They also write some irregular common words. -They write simple sentences which can be read by themselves and others. -Some words are spelt correctly and others are phonetically plausible. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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Emerging	Developing	Secure						

Specific Area	Mathematics							
	Numbers (N)	Shape, space and measure (SMM)						
30 – 50 months	<ul style="list-style-type: none"> -Uses some number names and number language spontaneously. -Uses some number names accurately in play. - Recites numbers in order to 10 - Knows that numbers identify how many objects are in a set. -Beginning to represent numbers using fingers, marks on paper or pictures. -Sometimes matches numeral and quantity correctly. - Shows curiosity about numbers by offering comments or asking questions. -Compares two groups of objects, saying when they have the same number. - Shows an interest in number problems. -Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. - Shows an interest in numerals in the environment. - Shows an interest in representing numbers. - Realises not only objects, but anything can be counted, including steps, claps or jumps. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Uses positional language. -Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. -Shows interest in shapes in the environment. -Uses shapes appropriately for tasks. - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
Emerging	Developing	Secure						
Emerging	Developing	Secure						
40 – 60+ months	<ul style="list-style-type: none"> - Recognise some numerals of personal significance. -Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects which cannot be moved. - Counts objects to 10, and beginning to count beyond 10. - Counts out up to six objects from a larger group. -Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. - Counts an irregular arrangement of up to ten objects. - Estimates how many objects they can see and checks by counting them. - Uses the language of 'more' and 'fewer' to compare two sets of objects. -Finds the total number of items in two groups by counting all of them. - Says the number that is one more than a given number. - Finds one more or one less from a group of up to five objects, then ten objects. - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. - Records, using marks that they can interpret and explain. - Begins to identify own mathematical problems based on own interests and fascinations. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. -Selects a particular named shape. - Can describe their relative position such as 'behind' or 'next to'. - Orders two or three items by length or height. - Orders two items by weight or capacity. - Uses familiar objects and common shapes to create and recreate patterns and build models. - Uses everyday language related to time. - Beginning to use everyday language related to money. - Orders and sequences familiar events. - Measures short periods of time in simple ways. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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ELGs	<ul style="list-style-type: none"> - Children count reliably with numbers from 1 to 20. -They place them in order. - They say which number is one more or one less than a given number. - Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. - They solve problems, including doubling, halving and sharing. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. - They recognise, create and describe patterns. - They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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Specific Area	Understanding the World								
	People and communities (PC)			The world (W)			Technology (T)		
30 – 50 months	<ul style="list-style-type: none"> -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends. -Shows interest in different occupations and ways of life. -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 			<ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment. 			<ul style="list-style-type: none"> - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. -Knows that information can be retrieved from computers 		
	Emerging	Developing	Secure	Emerging	Developing	Secure	Emerging	Developing	Secure
40 – 60+ months	<ul style="list-style-type: none"> -Enjoys joining in with family customs and routines. 			<ul style="list-style-type: none"> -Looks closely at similarities, differences, patterns and change. 			<ul style="list-style-type: none"> -Completes a simple program on a computer. -Uses ICT hardware to interact with age-appropriate computer software. 		
	Emerging	Developing	Secure	Emerging	Developing	Secure	Emerging	Developing	Secure
ELGs	<ul style="list-style-type: none"> - Children talk about past and present events in their own lives and in the lives of family members. -They know that other children don't always enjoy the same things, and are sensitive to this. - They know about similarities and differences between themselves and others, and among families, communities and traditions. 			<ul style="list-style-type: none"> -Children know about similarities and differences in relation to places, objects, materials and living things. - They talk about the features of their own immediate environment and how environments might vary from one another. - They make observations of animals and plants and explain why some things occur, and talk about changes. 			<ul style="list-style-type: none"> -Children recognise that a range of technology is used in places such as homes and schools. -They select and use technology for particular purposes. 		
	Emerging	Developing	Secure	Emerging	Developing	Secure	Emerging	Developing	Secure

Specific Area	Expressive arts and design							
	Exploring and using media and materials (EMM)	Being imaginative (I)						
30 – 50 months	<ul style="list-style-type: none"> -Enjoys joining in with dancing and ring games. -Sings a few familiar songs. - Beginning to move rhythmically. -Imitates movement in response to music. - Taps out simple repeated rhythms. - Explores and learns how sounds can be changed. - Explores colour and how colours can be changed. - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Beginning to be interested in and describe the texture of things. - Uses various construction materials. - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. - Joins construction pieces together to build and balance. - Realises tools can be used for a purpose. <table border="1" data-bbox="325 853 732 909"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> -Developing preferences for forms of expression. - Uses movement to express feelings. - Creates movement in response to music. - Sings to self and makes up simple songs. - Makes up rhythms. - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. - Engages in imaginative role-play based on own first-hand experiences. - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. - Uses available resources to create props to support role-play. - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <table border="1" data-bbox="970 824 1377 880"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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40 – 60+ months	<ul style="list-style-type: none"> - Begins to build a repertoire of songs and dances. - Explores the different sounds of instruments. -Explores what happens when they mix colours. - Experiments to create different textures. -Understands that different media can be combined to create new effects. -Manipulates materials to achieve a planned effect. -Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. - Selects tools and techniques needed to shape, assemble and join materials they are using. <table border="1" data-bbox="325 1395 732 1451"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Create simple representations of events, people and objects. - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. - Chooses particular colours to use for a purpose. - Introduces a storyline or narrative into their play. - Plays alongside other children who are engaged in the same theme. -Plays cooperatively as part of a group to develop and act out a narrative. <table border="1" data-bbox="970 1364 1377 1420"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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Emerging	Developing	Secure						
ELGs	<ul style="list-style-type: none"> - Children sing songs, make music and dance, and experiment with ways of changing them. -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <table border="1" data-bbox="325 1644 732 1700"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure	<ul style="list-style-type: none"> - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <table border="1" data-bbox="970 1644 1377 1700"> <tr> <td>Emerging</td> <td>Developing</td> <td>Secure</td> </tr> </table>	Emerging	Developing	Secure
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