

Early Years Foundation Stage- Nursery

Communication & Language: Listening, Attention and Understanding

Early Learning Goal: Communication & Language- Listening, Attention and Understanding	
Children at the expected level of development will:	
<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ?• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Understand a questions or instruction that has two parts eg get your coat and wait at the door.• Begin to ask 'why' questions.• I take part in an adult directed task for a short period of time even if this is not a favoured activity.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Enjoys listening to longer stories.• Understanding the two way nature of communications, using and responding to pointing, eye contact and words.• I understand 'who, what and where' if used in simple questions asked within the here and now.• I can respond to simple verbs on command 'dance, sing, sit clap' etc.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Watch someone's face as they talk.• Enjoy singing, music and toys that make sounds.• Listen and respond to a simple instruction.• Listen to other people's talk with interest but can easily become distracted by other things.• Select a familiar object by name, finding the right one from a small group of objects.• I am interested in what other children are playing and will join in.• I respond well to praise.

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Communication & Language: Speaking

Early Learning Goal: Communication & Language- Speaking

Children at the expected level of development will:

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

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Use a wider range of vocabulary.
- Can begin to retell parts of a longer story.
- Sing a large repertoire of songs.
- Use longer sentences of four to six words.
- To begin to be able to express a point of view.
- Can start a conversation with an adult or friend and begin to follow the rules of turn taking.
- Use talk to organise themselves and their play eg 'lets go on the bus, I'll sit here etc'.

By the end of the Spring term children should be able to...

- Develop pretend play eg 'putting the baby to sleep' or 'driving the car to the shops'.
- Know many rhymes.
- Continue to develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran' and 'swimmed' for 'swam'.
- Can begin to start a conversation with an adult or friend.

By the end of the Autumn term children should be able to...

- Start to develop conversation, often jumping from topic to topic.
- Can start to say how they are feelings used words as well as actions.
- Can sing rhymes when led by an adult.
- To state whether they like a story or not.
- Talk in the here and now alongside activity or visual support.

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Expressive Arts and Design- Creating with materials

Early Learning Goal: Expressive Arts and Design- creating with materials

Children at the expected level of development will:

- 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.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Explore and experiment with an increasing range of media e.g. paint, collage, glitter, glue, crayons, pastels, foam, sand.
- Use their imagination of what they can do with different materials
- Freely explore a range of media and materials, developing their own ideas of what to make.

By the end of the Spring term children should be able to...

- Make simple models which express their imagination e.g. build a tower with blocks and say it's a rocket.
- Make marks and give meaning to marks that they make.
- Begin to draw simple figures
- Pretend that one objects represents another in play.

By the end of the Autumn term children should be able to...

- Use a range of tools e.g. paintbrush for painting, crayon for colouring.
- Take part in pretend play.
- Explore colour mixing with paint or other materials.

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Expressive Arts and Design- Being imaginative and expressive

Early Learning Goal: Expressive Arts and Design- Being imaginative and expressive

Children at the expected level of development will:

- 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

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Begin to make believe by pretending using sounds, movements, words or objects.
- Respond emotionally and physically to changes in music.

By the end of the Spring term children should be able to...

- Repeat some words from known stories and rhymes
- Use props to pretend play around known stories.
- Explore a range of instruments

By the end of the Autumn term children should be able to...

- Join in with words and actions in familiar rhymes and songs.
- Explore voice and enjoy making sounds and sound effects e.g. the sound of a car or animals.
- Show attention to sounds and music.
- Move and dance to music.
- Create sounds by shaking, tapping and banging sound shakers and instruments.

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Literacy: Comprehension

Early Learning Goal: Literacy: Comprehension	
Children at the expected level of development will:	
<ul style="list-style-type: none">• 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 during role play.	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Use their memory of story to retell and perform what they have seen and heard with support. ↗• Be increasingly familiar with a storyline and increasingly predict when they work with memorable texts.• Become an oral storyteller and act out a simple text or rhyme. These skills help them to develop a growing awareness of what is involved for being able to read themselves.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Have favourite stories they love to share.• React and respond to illustrations, characters and narratives through sharing books, using questions and imaginative play.• Handle a book carefully.• Maybe engage with print around them - digital and media texts.• Talk about stories.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Enjoy sharing books with adults.• Repeat words and phrases.• Ask questions about simple stories.• Touch and handle books.• To notice pictures and symbols and begin to recognise what they stand for.

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Literacy: Word reading

Early Learning Goal: Literacy: Word reading

Children at the expected level of development will:

- 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.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Make sounds with the voice and practise robot talk, e.g. c-a-t .
- Describe voice sounds, e.g. loud, quiet, high, low
- Use the voice to add sounds to a story.
- Understand 'sound talk' words that are segmented, e.g. c-oa-t.
- Sound out and clap C/C words
- Count phonemes in a word, e.g. b-i-g (1, 2, 3)
- Begin to understand key concepts of print: print has meaning, we read English text from left to right and from top to bottom and the page sequencing.
- Begin to orally blend phonemes
- To be immersed in Phase 1 activities of ELS and show their phonological awareness by: 1. Spotting and suggesting rhymes; 2. Counting/clapping syllables in a word; 3. Recognising words with the same initial sound, e.g., money and Mummy; 4. Having some awareness of rhyme and alliteration; 5 Hearing and saying initial sounds in words.

By the end of the Spring term children should be able to...

- Perform songs with actions
- Identify body sounds.
- Move the body in response to an instrument or in time to a beat.
- Join in with story phrases and perform actions.
- Recognise some initial sounds, e.g. box /b/
- Develop understanding of rhyme and alliteration and the rich rhythm of stories.
- Discriminate phonemes.
- Talk about and join in with stories, poems, rhymes and new vocabulary.
- Be a 'beginner reader' -immersed in a language rich environment, exploring different texts and beginning to develop their understanding of the skills they need to read.

By the end of the Autumn term children should be able to...

- Listen to and identify environmental and instrumental sounds
- Use the voice to sing at different volumes
- Guess and make animal noises.
- Remember and repeat rhythms
- Copy loud and quiet sounds
- Listen attentively.
- Explore and experiment with sounds and words.
- Distinguishing between different sounds in the environment and sounds in words (phonemes). ↗
- To sing songs independently.
- To enjoy songs and rhymes.
- To play percussion instruments.

Early Learning Goal: Literacy: Writing	
Children at the expected level of development will:	
<ul style="list-style-type: none">• Write recognizable 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.	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• To write some of their entire name.• Write some letters accurately.• Show an interest in words and illustrations in the environment.• Show an interest in letters on a keyboard and begin to make letter type shapes to represent the initial sound of their name and other familiar words.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Imitate adults' writing by making continuous lines circles or shapes.• Identify the initial letter of their name.• Begin to make letter type shapes to represent the initial sound of their name.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Add meaning to marks they make.• Make marks to be their name.• Enjoy the sensory experience of making marks.• Distinguish between the marks that they make.• Enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. E• Enjoy free drawing.• Copy movements

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Mathematics: Number

Early Learning Goal: Mathematics: Number

Children at the expected level of development will:

- 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 rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Explore the composition of numbers to 10.
- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Solve real-world mathematical problems with numbers up to 5

By the end of the Spring term children should be able to...

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- Experiment with their own symbols and marks as well as numerals.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Links numerals with amounts up to 5 and maybe beyond.

By the end of the Autumn term children should be able to...

- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Begin to recognise numerals 0 to 10
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)

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Mathematics: Numerical patterns

Early Learning Goal: Mathematics: Numerical patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognizing the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognizing 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.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Responds to and uses language of position and direction.
- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
- Shows awareness of shape similarities and differences between objects
- May enjoy counting verbally as far as they can go.

By the end of the Spring term children should be able to...

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'
- Recite numbers past 5.
- Uses some number names and number language within play, and may show fascination with large numbers

By the end of the Autumn term children should be able to...

- Take part in finger rhymes with numbers.
- Compare amounts using 'lots', 'more', 'same'.
- Build with a range of resources.
- Compare sizes using gestures and language: 'bigger/little/small'
- Recognises that two objects have the same shape
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

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Physical development: Gross Motor Skills

Early Learning Goal: Physical Development: Gross motor skills

Children at the expected level of development will:

- 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.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Show an increasing desire to be independent eg dress themselves.
- To begin to remember simple sequences related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Collaborate with others to manage large items, such as carrying large blocks.

By the end of the Spring term children should be able to...

- Spin, roll and independently use ropes and swings.
- Learn to use the toilet independently.
- Continue to develop their movement, balancing, riding and ball skills.
- Go up sets and stairs using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

By the end of the Autumn term children should be able to...

- Clap and stamp to music.
- Fit themselves into spaces like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Walk, run, jump and climb and start to use the stairs independently.
- Bend over easily without falling.

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Physical development: Fine Motor Skills

Early Learning Goal: Physical Development: Fine Motor skills

Children at the expected level of development will:

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

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...

- Develop manipulation and control.
- Show an increasing desire to be independent eg feed themselves.
- Begin to use a knife and fork.
- Use one handed tools and equipment with support.
- Make balls and snakes using playdough.
- Sort using tweezers and tongs.

By the end of the Spring term children should be able to...

- Use a comfortable grip with good control when holding pens and pencils.
- Use two containers to pour and fill.
- Enjoy scribbling freely.
- Paint using wrist action and creating dots.

By the end of the Autumn term children should be able to...

- Pass things from one hand to the other. Let go of things and hands them to another person.
- Explore different materials and tools.
- Show a preference for a dominant hand.
- Turn pages one by one.
- Make vertical, horizontal and circular marks.

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Personal, Social and Emotional Development: Self Regulation

Early Learning Goal: Personal, Social and Emotional Development: Self-Regulation	
Children at the expected level of development will:	
<ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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 and ability to follow instructions involving several ideas or actions.	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Safely explore emotions beyond their normal range through play and stories.• State why they are sad, or happy etc.• Begin to understand how others might feel.• Participate in conversations without need visual support.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Wait for their turn, resisting the impulse to grab what they want or push their way to the front.• Begin to express a range of emotions.• Can notice when a child in their class is upset eg can recognise crying.• Link sentences and generally stick to the topic of conversation.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Respond to an adult when asked are you happy, sad etc.• Select familiar objects by name, finding the right one from a small group of objects or going to find it.

Early Learning Goal: Personal, Social and Emotional Development: Managing Self	
Children at the expected level of development will:	
<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.• Explain the reasons for rules, know right from wrong and try to behave accordingly.• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Increasingly follow the class rules and does not need prompting by an adult.• Wash their hands with growing independence.• Approach an adult to show them something they have done.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Beginning to become more independent with some tasks and rejecting help.• Select and use a range of new resources requesting adult help if needed.• Understand the rules and routines of the day and mostly follow them.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Manage the transition into school from key person to school staff.• Select and use a range of familiar resources requesting adult help if needed.• Understand that doing good things will mean you're on the happy face but not following the rules will mean you move to the sad face.• Can follow class rules when prompted by an adult.

Early Learning Goal: Personal, Social and Emotional Development: Building relationships	
Children at the expected level of development will:	
<ul style="list-style-type: none">• 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.	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Begin to notice differences in skin colour, types of hair, gender etc.• Develop good relationships/friendships with other children.• Become more confident when talking to unfamiliar school staff in the safe context of their setting.• Play with increasing confidence with one or more other children and starting to extend play.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Play with increasing confidence with one or more other children.• Know that the children in the class are who they see in school each day.• Begin to carry out a sequence of activities in pretend play.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Engage with others through gestures, gaze and talk.• Play with increasing confidence on their own with familiar activities the child can copy.• Know they belong to a Nursery class.• Engage in simple role play.

Early Years Foundation Stage- Nursery

Understanding the world: Past and present

Early Learning Goal: Understanding the World- Past and present	
Children at the expected level of development will:	
<ul style="list-style-type: none">• 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;	
Progression towards the Early Years Goal (Nursery)	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history• Can describe similarities and differences between occupations
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Shows awareness of time (e.g. stating 'next it's lunchtime') –• Talks about how things are changing within a season (e.g. 'It's colder') –• Talks about how they have changed (e.g. 'My top is too small... I've got bigger.')• Describes who is in their family and discusses similarities, differences and changes (e.g. notices changes such as a new haircut or something they could not do before that they now can, food they like but others may not).
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Can say who they are and who they live with• Enjoys joining in with family routines and customs• Asks questions about their family and where they live

Early Years Foundation Stage- Nursery

Understanding the world: People, Culture and Communities

Early Learning Goal: Understanding the World- People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.• Knows that there are different countries in the world• Talks about patterns they notice in their environment (e.g. brick, grates and bark rubbings)• Talks about features they like and dislike in their environment - Knows we live in England
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Show interest in different occupations.• Continue to develop positive attitudes about the differences between people.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Comments and asks questions about aspects of their familiar world, such as the place they live or the natural world.• Observe and identify features in the place they live

Early Learning Goal: The natural world

Children at the expected level of development will:

- 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.

Progression towards the Early Years Goal (Nursery)

By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Asks questions about what they have observed• Talks about holidays they have had
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Begin to understand the need to respect and care for the natural environment and all living things.• Describe and use the 5 senses, noticing similarities and differences between different materials.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials.• Explore collections of materials with similar and/or different properties.• Explore how things work.• Explore the natural environment around them