

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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Listen for a sustained period of time eg when being read to.• Confidently explain answers to problems, how and why things might happen and asking their own questions to clarify.• Retell stories they are familiar with using repetition and their own words.• Actively engage with selected fiction and non-fiction books to deepen new knowledge and vocabulary.• Engage actively in conversation with a range of adults and peers.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Use thought out sentences to share their ideas possibly using connectives.• Actively engage with stories, rhymes, poems and songs to build up their familiarity and understanding.• Engage in non-fiction books.• Hold simple conversations with a peer.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Listen and attend during story time.• Listen and look at the person they are speaking to.• Engage in rhymes and songs.• Learn new vocabulary including vocabulary that links to the daily routine.• Begin to interact socially and ask/respond to questions to find out more.

Early Years Foundation Stage- Reception

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

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

- Describe and sequence events and recounts in some detail using new vocabulary.
- Confidently explain answers to problems, how and why things might happen and asking their own questions to clarify.
- Retell stories they are familiar with using repetition and their own words.
- Actively engage with selected fiction and non-fiction books to deepen new knowledge and vocabulary.
- Engage actively in conversation with a range of adults and peers.

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

- Use thought out sentences to share their ideas possibly using connectives (and, because, so).
- Actively engage with stories, rhymes, poems and songs to build up their familiarity and understanding.
- Engage in non-fiction books.
- Begin to tell their own stories.
- Hold simple conversations with a peer.
- Use pronouns he and she correctly.
- Use language to choose and plan play/activities without visual support.

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

- Learn new vocabulary including vocabulary that links to the daily routine.
- Begin to interact socially and ask/respond to questions to find out more, waiting for their turn to speak.
- Ask a variety of what, where and who questions.
- Use language to choose and plan play/activities with visual support.
- Anticipate and begin to join in with key phrases and events in familiar stories.

Early Years Foundation Stage- Reception

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:	
<ul style="list-style-type: none">• 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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• To know and name some primary and secondary colours• To explore colour and colour mixing• To explore shades and know how to make a colour darker or lighter• To use cooking tools safely and hygienically (making crispy cakes and jam sandwiches)• To explore paint, using different utensils (e.g. forks)
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• To hold scissors correctly and cut circles and squares, independently• To explore printing and mono-printing.• To explore threading, using string• To join materials using a split pin join• To explore paint, using sponges and water colours• To paint different animal skins and prints
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• To join materials using tape and glue• To use a variety of junk modelling materials to make something different• To draw and paint self portraits with increasing detail (e.g. representing a face, with a circle)• To show different emotions in their drawings and paintings• To experiment with different mark making tools (pencils, crayons and wax crayons, paint)• To hold scissors correctly (with support) and make snips in paper• To explore paint, using paintbrushes and fingers• To experiment with different mark making tools (felt-tip pens, chalk, paint, crayons)• To explore collaging,

Early Years Foundation Stage- Reception

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:	
<ul style="list-style-type: none">• 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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Develop storylines in their pretend play• To sing, dance or perform as a solo or within a group• Listen attentively, move to and talk about music, expressing their feelings and responses
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• To begin to develop complex stories, using small world resources• Listen with increased attention and respond to a variety of musical styles.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• To engage in pretend play, using an object to represent something else, even though they are not similar• To know and sing familiar songs and rhymes (see nursery rhyme progressions)• Listen to a variety of music styles.• To watch dance performances and express their feelings and responses

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 poems and during role-play.	
Progression towards the Early Years Goal	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading• Describes main story settings, events and principal characters in increasing detail• To begin to answer questions about what they have read.• To use a book to find the answer to a given question.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Re-enacts and reinvents stories they have heard in their play• Knows that information can be retrieved from books, computers and mobile digital devices• To begin to understand the sequence of a story, identifying the beginning, middle and end.• To follow a story without pictures of props.• To identify and talk about the characters in books they are enjoying listening to
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Enjoys an increasing range of print and digital books, both fiction and non-fiction• Is able to recall and discuss stories or information that has been read to them, or they have read themselves• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc• To use pictures to tell stories.• To listen to stories read and engage in story time.• To independently look at a book, holding it the correct way and turning pages carefully.• To sequence familiar stories.

Early Learning Goal: Literacy-Word Reading	
Children at the expected level of development will: <ul style="list-style-type: none"> • 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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none"> • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • To read books matching their phonics ability. • To begin to read longer captions and sentences using taught sounds.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or "Mummy" /"Daddy" for example • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them • Begins to read some tricky words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • To recognise taught sounds and harder to read and spell words – see ELS.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness • Continues a rhyming string and identifies alliteration • Hears and says the initial sound in words • Starts to link sounds to letters, naming and sounding the letters of the alphabet • To recognise their written name. • To recognise taught sounds – see ELS. • To begin to orally blend sounds in short words e.g. cat, dog.

Early Learning Goal: Literacy-Writing	
Children at the expected level of development will: <ul style="list-style-type: none">• 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.	
Progression towards the Early Years Goal	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Writing phonetically decodable words• Simple sentences• Simple short narratives• Simple lists and instructions• To begin to use a capital letter at the start of a sentence.• To begin to read their written work back and check for meaning.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Forming recognisable letters• Writing CVC words• Writing phonetically decodable words• Writing short phrases and captions• To form lower case letters correctly, from the correct starting point.• To begin to write sentences using finger spaces.• To spell some harder to read and spell words correctly.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Name copying and writing random letter.• Scribble writing• Drawing pictures• Writing secret symbols• Initial sounds for words• Forming recognisable letters CVC words• To give meaning to the marks they make as they write.

Early Years Foundation Stage- Reception
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

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

- Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them.
- Display a deep understanding of the composition of numbers to 10, (e.g make 10 in different ways and combinations using manipulatives/objects).
- Display accurate 1:1 correspondence to 10 using concrete apparatus
- Subitise to 10 (through the use of patterns such as numicom, ten frame, bar model))
- Match numeral to quantity up to 10 – inc. out of sequence
- Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed
- Mentally, quickly recall all doubles to 5 (ie. double 1, 2, 3, 4, 5)

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

- Recognise and read numbers to 7 including when not in order with the aid of a number line, picture clues.
- Accurate 1:1 correspondence concrete, visual to 7.
- Know that anything can be counted eg. claps, drum beats... to 7.
- Match numeral to quantity to 7
- Display a deep understanding of the composition of numbers to 7 e.g make 7 in different ways (with concrete aids)
- Solve addition and subtraction calculations to 10 practically and visually
- Find 1 more and 1 less using numbers to
- Know that addition and subtraction are related (inverse operations to 7)
- Half of numbers 2,4,6, 8, and 10 concrete aid
- Doubles to 5 (double 1, 2, 3, 4, 5) concrete aid or fingers
- Subitise to 5 - dots on a die, numicom piece, ten-frame, cubes, etc.

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

- Recognise and name numbers 0 to 5 – when not in order
- Counting, 1:1 correspondence to 5 – can give the total and pick out certain amounts.
- Know that anything can be counted (to 5) claps, drum beats... and can be an irregular arrangement.
- Display a deep understanding of the composition of numbers to 5
- Solve addition and subtraction calculations to 5 - practically and visually
- Find 1 more and 1 less numbers to 5 .
- Number bonds to 2, 3 and 4 (using concrete aids to help) ☐
- Subitise to 5 - dots on a die, numicom piece, ten-frame,
- Experiment with their own symbols and marks as well as numerals

Early Years Foundation Stage- Reception

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

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

- Count by rote from 0 forwards to 20 and beyond.
- Count by rote forwards in 1s from any number to 20 and beyond.
- Compare and order a variety of quantities up to 10 recognising greater than, less than and the same as in practical context (inc.quantities).
- Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10 (E) Instant recognition of odd and even numbers to 10 represented by structures e.g dots, even numbers always have a partner/pairs (made visible)

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

- Count in 1s forwards to 20 and beyond – visual aid .
- Count forwards in 1s from any number (to 20) – visual aid.
- Count back in 1s from 20– visual aid.
- Say the number before and after to 10 - visual aid.
- Compare a variety of quantities up to 5 recognising more/greater than, fewer/less than and the same as.
- Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 5
- Explore odd and even numbers to 10 (represented by structures) recognising and discussing the patterns e.g odd numbers there's always one left out and even numbers always have a partner

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

- Count by rote forwards and backwards to 10 – visual aid
- Hold fingers up correctly for each number to 10
- Count on and back in 1s from any number to 10 – visual aid and fingers
- Know by heart the number before and after numbers to 5
- Chant rhymes involving numbers e.g 1,2 buckle my shoe...
- Chant a number song involving even/ odd numbers e.g Odd Bodd and Even

Early Years Foundation Stage- Reception
Physical development: Gross Motor Skills

Early Learning Goal: Physical Development: Gross motor skills	
Children at the expected level of development will: <ul style="list-style-type: none">• 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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Refine a range of ball skills including throwing, catching, kicking, passing and aiming.• Continue to develop an overall body strength, coordination, balance and agility.• Combine different movements with ease and fluency.• Choose and use the most appropriate equipment for a game.• Revfine the fundamental movement skills of rolling, walking, rolling, running, skipping, crawling, jumping, hopping and climbing
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Begin to develop a range of ball skills including throwing, catching, kicking, passing and aiming.• Beginning to develop an overall body strength, coordination, balance and agility.• Confidently use a range of large and small apparatus, alone and in a group.• Progress towards a more fluent style of moving with control and grace.• To be able to throw and catch a large ball.• Revise the fundamental movement skills of rolling, walking, rolling, running, skipping, crawling, jumping, hopping and climbing
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Use their core muscle strength to achieve good posture when sitting as a table or on the floor.• Explore a range of ball skills including throwing, catching, kicking, passing and aiming.• Become confident with using large apparatus indoors.• Work together safely to move equipment such as planks, crates and large blocks outside.• Be aware of people around them.• Explore the fundamental movement skills of rolling, walking, rolling, running, skipping, crawling, jumping, hopping and climbing.

Early Years Foundation Stage- Reception

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

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

- Hold a pencil effectively and with good control- using the tripod grip in almost all cases.
- Hold a pencil close to the point.
- Have a preference for a dominant hand, consistently.
- Form recognisable letters, most of which are correctly formed.
- Use scissors correctly to cut around a picture along the lines.
- Use paint brushes with control to paint recognisable pictures.
- Uses cutlery effectively including cutting their food with a knife and fork.
- Show more accuracy and care when drawing.
- Draw recognisable pictures with more details e.g. a person should have a head, body, arms and legs from the body, eyes, nose, mouth, hair etc.

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

- Begin to use a range of tools with more accuracy e.g. pencils, paintbrushes, scissors, tweezers.
- Beginning to use a dominant hand.
- Begin to draw recognisable pictures.
- Begin to use a knife to cut their food.
- Confidently and safely use large and small apparatus outside.
- Write their names forming the letters correctly.
- Form recognisable letters.

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

- Draw lines and circles using anti-clockwise movements.
- Write familiar letters that are in their name.
- Make snips with scissors.
- Use a fork and spoon to eat with and begin to use a knife.

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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Identify and moderate their own feelings socially and emotionally.• Manage their own needs.• Follow instructions involving several ideas.• To follow the classroom routine as a basic school expectation.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Consider the feelings of others.• Express their own feelings.• Seek emotional support from an adult.• Follow simple two step instructions.• To start initiating and sharing with peers with model from an adult.• To begin to listen to others and wait their turn to speak.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• See themselves as a valuable individual.• Identify their own feelings.• Follow simple one step instructions.• To know the teachers cue for attention and follow the expectations. Reminders where needed.• To approach adults in an appropriate way to gain attention.• To be able to put their hand up when wanting to contribute an idea.

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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Maintain focus for a longer period of time, not be afraid to alter their approach to something to be able to succeed (e.g. choosing different equipment to build a tower or a bridge).• Can relay rules to others.• Can say what they have done wrong and why. Can begin to suggest what they need to do to put things right.• Regulate own behaviours in order to find solutions to conflicts and rivalries• Show an understanding of why exercise is important.• To be able to compare two items of food and explain why one is better than the other for our bodies.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Open to trying new activities and giving new experiences a go. Will try again if they don't succeed the first time.• Understand why we need rules and how they help to keep us safe.• Looking after their clothes, e.g. putting jumper in own draw, leaving shoes in a safe place.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Be able to separate from their main carer happily and come into school independently.• Can take coat on and off and hang it up on their own peg.• Learn and follow the school rules in different contexts (lunchtime, outdoors, in the classroom).• Begin to understand what a rule is.• Use appropriate manners to ask a teacher to go to the toilet, or when asking for help with clothing (putting on gloves, shoes etc).

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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult.• In unstructured times such as breaks and lunches can play alongside others cooperating, taking turns and can solve conflict if arises.• Will initiate and respond to conversations from unfamiliar adults within school.• Has a friendship group within the setting but sometimes chooses to work alongside others.• Regulate own behaviours in order to find solutions to conflicts.• To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• Can work with another child to complete a task, whether child led or adult directed direction needed from an adult.• In unstructured times such as break and lunch can interact with friends sometimes leading the play but also coping when the play is led by other children. Adults are sometimes needed to resolve conflict issues• Will happily work with the adults familiar to them in the setting to complete tasks• Has a friendship group within the setting but is able to work with other children outside of this group when directed.• To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• Can work alongside peers, sometime interacting.• In unstructured times such as break and lunch can interact with peers but this is based on their wants and needs rather than friendships.• Has at least one friend whom they chose to play alongside.• To be able to approach an adult if they feel upset about something, seek emotional support for themselves.• To be able to put their hand up and not shout out when wanting to contribute.

Early Years Foundation Stage- Reception
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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">• To know how I have changed.• To understand that adults are older than them, so were born before them .• To know some similarities and differences between things in the past and now (Toys in the Past)• To know about recent changes in the Royal Family (Queen Elizabeth II and King Charles)• To comment on images of familiar situations in the past
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">• To talk about the lives of the people around us.• To know that the emergency services exist and what they do .• To know about figures from the past (For example. Florence Nightingale and Neil Armstrong)
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">• To be able to identify how they have changed from when they were a baby.• To talk about the lives of the people around us.• To begin to make sense of their own life-story and family's history• To know about events in the past (Remembrance Day)• To use the language: today, tomorrow, yesterday, now, then

Early Years Foundation Stage- Reception

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

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

- To compare and contrast characters from stories, including figures from the past.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between 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.

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

- To know about people who help us within the local community.
- To name and describe people who are familiar to them (e.g. Emergency Services, teachers, hairdressers).
- To talk about Chinese New Year and how it is celebrated.
- To listen and new learn vocabulary, naming a larger bank of places in this country and worldwide.
- To talk about Easter and know how Christians celebrate it and to talk about Eid/Ramadan and how Muslims celebrate it

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

- To know about family structures and talk about who is part of their family.
- To identify similarities and differences between themselves and peers.
- To know the name of our school and that is located in Elswick.
- To know about features of the immediate environment and use language to name local places.
- To know there are many countries in the world and that in other countries people speak different languages.
- To know that people around the world have different religions.
- To recognise that people, have different beliefs and celebrate special times in different ways (Diwali, Christmas Story, Birthdays)

Early Learning Goal: The natural world	
Children at the expected level of development will: <ul style="list-style-type: none">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	
By the end of the Summer term children should be able to...	<ul style="list-style-type: none">To explore materials and talk about their properties.To explore how different materials, sink and float.To draw maps from real settings and imaginary story settings.Explore the natural world around them, making observations and drawing pictures of animal and plants.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
By the end of the Spring term children should be able to...	<ul style="list-style-type: none">To know about and recognise the signs of Winter and Spring.To know how materials can change from one state to another (melting and freezing).To know about space and name some planetsTo know and talk about different habitats and animals that live within them.To observe growth over time. • To name and describe familiar plants they might see outside.
By the end of the Autumn term children should be able to...	<ul style="list-style-type: none">To know about and recognise the signs of Autumn.To identify the weather and explore the outdoor environment.To know how the natural world changes (e.g. leaves fall off).To explore the local area, looking at maps and aerial viewsTo recognise that some environments are different from the one in which they live.