



**Old Moat
Primary School**

All different, all achieving

EYFS Flexible Curriculum

March 2022



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1 Curriculum Intent

1.1 Communication and Language

Links to National Curriculum: English

The Foundation Stage unit at Old Moat prioritises the development of pupils' spoken language, as this underpins all seven areas of learning and development. In our continuous and enhanced provision, indoors and outdoors, children communicate with each other in an engaging and thought-provoking environment. We believe the number and quality of the conversations children have with adults and peers is crucial. For that reason, play is maximised, well modelled and has clear progression, week by week and term by term. In adult interactions, children hear comments on their interests and actions, echoing back what they have said with new vocabulary added. Because of this, practitioners build children's language effectively. In adult-initiated learning, children are read to frequently and percolate in story telling in a multi-sensory approach. Hearing stories, non-fiction, rhymes and poems, and then providing children with extensive opportunities to use and embed new words through Word Aware approaches, gives children the opportunity to thrive in their enabling environment. As children's communication development is monitored using the Wellcomm screening tool, those who struggle are targeting for intervention. For all children, sensitive questioning invites them to elaborate and use new vocabulary and language structures.

1.2 Personal, Social and Emotional Development

Links to National Curriculum: Relationships and Sex Education

We strive to enable children to be happy and confident individuals. A child's personal, social and emotional development is crucial in order to lead a healthy and happy life and is fundamental to their cognitive development. We aim for our enabling environment to be characterised by strong, warm and supportive relationships between children and practitioners. By introducing rules and

boundaries through modelling, reflection and discussing of behaviour, our children become well-regulated and -adjusted. Shared experiences, like this, enable children to learn how to understand their own feelings and those of others. Independence is prioritised in the enabling environment at Old Moat: this develops a positive sense of self, allows children to set simple goals, have confidence in their own abilities, to persist and wait for what they want. Self-regulation is further explored through specific teaching of emotions, through the Zones of Regulation. Old Moat's school rules and the CLIC Trust values underpin everyday interactions between Foundation Stage staff and children, and is strongly emphasised within our curriculum. Furthermore, teaching of the Jigsaw units of work gives children further confidence to recognise, discuss and share their emotions and feelings. Our children learn to look after their bodies, including through healthy eating, and learn to manage their personal needs independently.

1.3 Physical Development

Links to National Curriculum: Physical Education, English

At Old Moat, we view children's physical activity to be vital for their all-around development. Good physical development is an indicator of later health and happiness. We aim to take an incremental approach to physical development, with gross motor skills being developed alongside fine motor skills. In our outdoor environment, children are encouraged to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. All children participate in weekly sports lessons and play outside daily. In Nursery, fine motor development is of utmost importance, with children working creatively, mark-making and building with a range of age appropriate tools. A focus is placed on letter formation of the letters of children's names only. The seeds of handwriting are taught implicitly, through Beery's (2010) pre-handwriting shapes. In Reception, daily handwriting sessions see children learn the correct letter formation of all lower- and upper-case letters. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

1.4 Literacy

Links to National Curriculum: English

As Foundation Stage pupils at Old Moat hear a range of stories, non-fiction, rhymes and poems daily, a love of literature is instilled. Our children are encouraged to be active participants in storytelling, by repeating refrains and creating actions. Our curriculum indicates a range of quality texts that link to our Big Questions, as well as celebrations and holidays. Along with this, Nursery and Reception each have a 'Reading Spine,' made up of texts which are told and retold throughout the academic year. With in-depth knowledge of these stories, children learn to love, retell and dramatise their plots. Teachers have access to further stories, to ensure books are read which match children's interests. We follow a systematic approach to phonics teaching, following the _____ phonics scheme. In addition to phonics, Reception children take part in guided reading daily. Reception children are also heard reading individually and readers who need further support are given further opportunities for this. Children's love for reading is encouraged to extend beyond school: Reception children take home three books per week, including one 'library' story for parents to read to their child. Nursery children also take home several books for their parents to read to them, and begin guided reading sessions with their teacher in the Summer term. All writing by children is valued and encouraged, whether this be children who are making pre-writing shapes or writing sentences. All children write daily, in adult-initiated learning, and are invited to do so in the continuous and enhanced provision too.

1.5 Mathematics

Links to National Curriculum: Mathematics

To ensure children excel mathematically in Key Stage One at Old Moat, our curriculum aims to develop a strong grounding in number, with a deep understanding of numbers to 10. By following the principles set out in the White Rose maths programme, Nursery children explore numbers to 5 in-depth, considering the numbers composition and being able to count confidently. In

Reception, children further develop their understanding of the numbers to 10 and the patterns within those numbers. Children are afforded frequent and varied opportunities to build and apply this understanding, through adult-initiated learning and in the continuous and enhanced provision. We believe that number is all around, and practitioners have the capacity to unlock this for children. In all learning experiences around maths, manipulatives are relied upon, as practical activity is the key to fostering such deep understanding. Moreover, mathematical vocabulary is planned into our curriculum, and the enhanced provision provides opportunities for children to use this. Through practical experience, children also develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. Children's mathematical knowledge is assessed in everyday interactions, as well as regular assessments.

1.6 Understanding of the World

Links to National Curriculum: Science, Geography, History, Computing

Understanding the world involves guiding children to make sense of their physical world and their community. At Old Moat, we believe the range of children's personal experiences increases their knowledge and sense of the world around them. With this in mind, we have evaluated our children's at-home experiences and carefully selected our curriculum to build on this. While valuing our children's experiences, we attempt to push their thinking and understanding further: culturally, socially, technologically and ecologically. As understanding of the world cannot be taught in isolation, it appears in our daily routines, teaching and interactions. While sometimes being explicitly explored through our Big Questions, we understand that this is not enough to promote wider understanding of the world. For that reason, we retain flexibility in our curriculum, paying particular attention to children's interests and cultural celebrations of many communities. We have made and will continue to make links with members of our wider community, such as police officers, nurses and firefighters. Appreciating the experiences of our families too, parents are invited to talk to children about their cultural and religious traditions. By listening to a broad selection of stories, non-fiction, rhymes and poems, we further foster understanding of our diverse world.

1.7 Expressive Arts and Design

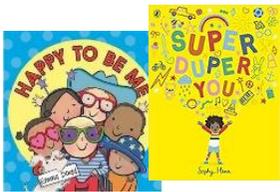
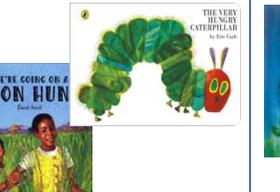
Links to National Curriculum: Art and Design, Design and Technology, Music

The development of children's artistic and cultural awareness supports their imagination and creativity. Therefore, Foundation Stage pupils at Old Moat have regular opportunities to engage with the arts, through singing, dancing, performing, drawing, painting, crafting and moulding. In our enabling environment, where children's independence is fostered through self-selection and -access, a wide range of media, materials, tools and instruments are freely available to foster our children's creativity. Adult interactions and group teaching are utilised to give children confidence in the creative making process. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

2 Our Flexible Curriculum

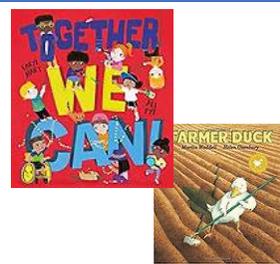
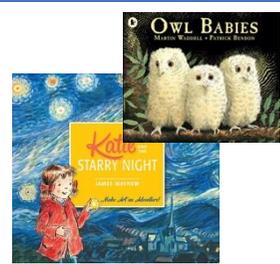
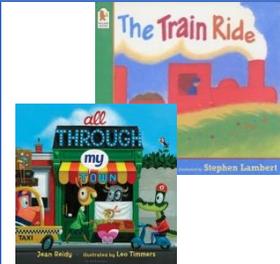
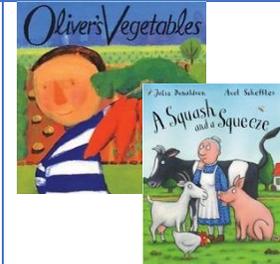
2.1 Nursery Overview

Intended to meet age related expectations, our flexible curriculum will be differentiated through short term planning, which is driven by assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who am I?	What's that sound?	How do I feel today?	Who can help me?	What does it feel like?	What does water do?
Quality Texts: Primary						
Quality Texts: Secondary	Incredible You – Rhys Brisenden, Nathan Reed Titch – Pat Hutchins Hair Love – Matthew Cherry Only One You – Linda Kranz	What the Ladybird Heard – Julia Donaldson Stomp, Chomp, Big Roars – Kaye Umansky All Join In – Quentin Blake Pete the Cat – James Dean, Eric Litwin	Ruby's Worry – Tom Percival The Jar of Happiness – Ailsa Burrows Kindness Makes Us Strong – Sophie Beer The Worrysaurus – Rachel Bright	Busy People Books Mog and Vee Eee Tee – Judith Kerr And Tango Makes Three – Justin Richardson Living with Mum, Living with Dad - Melanie Walsh	We're Going on a Bear Hunt – Walking Through the Jungle – Julie Lacombe Over in the Grasslands – Anna Wilson We All Went on Safari – Laurie Krebs	The Pigeon Needs a Bath! – Mo Williams Oliver's Fruit Salad – Vivian French Mr Gumpy's Outing – John Burningham Wet, Wet, Wet – Helen Greathead
Celebrations, Festivals and Events	Birthdays Autumn Equinox- Sept Black History- Oct Poetry Day– 6/10	Harvest Festival- Oct Diwali- End of Oct Halloween- 31/10 Bonfire Night- 5/11 Remembrance- 11/11 Hannukah- End of Nov Christmas – 25/12	New Year- 1/1 Lunar New Year – Feb Number Day- 4/2 Valentine's- 14/2 Spring	World Book D- March Pancake Day- March Holi – Middle of March St Patrick's Day- 17/3 Mother's Day- March Start Ramadan- April Easter- April	Eid Al Fitr- Start of May Mental Health Wk - May	Pride Month – June Father's Day- June Summer Solstice– June Eid Al Adha – July
Enrichment	<u>Visitors</u> New baby Mums / dads <u>Experience</u> Visiting places in school (community)	<u>Visitors</u> Site Manager Headteacher Parent for Diwali <u>Experience</u> Listening walk in school and garden	<u>Visitors</u> Parent for Lunar NY School Chef <u>Experience</u> Preparing toast Pottery	<u>Visitors</u> Parent for Holi Doctor/Dentist <u>Experience</u> Preparing pancakes Making Easter baskets	<u>Visitors</u> Parent for Eid <u>Experience</u> Trip to farm Catterpillars	<u>Visitors</u> Reception Teachers <u>Experience</u> Planting Making fruit salad Walk in Old Moat area Transition to Reception

2.2 Reception Overview

Intended to meet age related expectations, our flexible curriculum will be differentiated through short term planning, which is driven by assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes a friend?	What do I see?	Where will I go?	What is my favourite story?	What makes me strong?	
Quality Texts: Primary						
Quality Texts: Secondary	Cleversticks – Bernard Ashley My Shadow is Pink – Scott Stuart Ruby's Worry – Tom Percival Ravi's Roar – Tom Percival	Can't You Sleep, Little Bear? – Martin Waddell Night Light – J Duro Funnybones – Janet & Allen Ahlberg The Best Diwali Ever – Ronali Shah	Oi! Get Off Our Train – John Burningham Katie in London – James Mayhew Coming to England – Floella Benjamin Meg's Car – Helen Nicoll	Princess Cinderella – Babette Cole Three Little Wolves and the Big Bad Pig Goldilocks – Allan Ahlberg Hansel and Gretel – Bethan Woolvin	The Extra Ordinary Gardener – Sam Boughton Gigantic Turnip – Niamh Sharkey Farm Chase – Rod Campbell Farmyard Hullabaloo	The Burbee Bears – Joe Wicks I am Hungry – Michael Rosen The Disgusting Sandwich – Gareth Edwards Wolfie's Secret – Niccala Senior
Celebrations, Festivals and Events	Birthdays Autumn Equinox- Sept Black History- Oct Poetry Day- 6/10	Harvest Festival- Oct Diwali- End of Oct Halloween- 31/10 Bonfire Night- 5/11 Remembrance- 11/11 Hannukah- End of Nov Christmas – 25/12	New Year- 1/1 Lunar New Yea – Feb Number Day- 4/2 Valentine's- 14/2 Spring	World Book D- March Holi – Middle of March St Patrick's Day- 17/3 Mother's Day- March Start Ramadan- April Easter- April	Eid Al Fitr- Start of May Mental Health Wk - May	Pride Month – June Father's Day- June Summer Solstice– June Eid Al Adha – July
Enrichment	<u>Visitors</u> Mums / dads Year 6 pupils Headteacher <u>Experience</u> Making food for friend	<u>Visitors</u> Site Manager Headteacher Parent for Diwali <u>Experience</u> Autumn walk in school grounds	<u>Visitors</u> Parent for Lunar NY <u>Experience</u> Walk in Old Moat area Map drawing of school	<u>Visitors</u> Parent for Holi Parent to read story Deputy head to read <u>Experience</u> Preparing pancakes Making Easter baskets	<u>Visitors</u> Parent for Eid <u>Experience</u> Trip to farm Planting	<u>Visitors</u> Year 1 Teachers <u>Experience</u> Transition to Year 1 Baking Cooking

3 Golden Threads

Several concepts, attitudes and beliefs are imparted through our everyday systems, routines and interactions with our children. They are not necessarily recorded in our curriculum, yet make up much of our daily practice.

The Characteristics of Effective Teaching and Learning	
playing and exploring	children investigate and experience things, and 'have a go'
active learning	children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
creating and thinking critically	children have and develop their own ideas, make links between ideas, and develop strategies for doing things



4 A Love of Reading

Our curriculum is fuelled by story, poetry, nursery rhyme and information sharing. Adequate time is also given for children to choose texts, following their interests. Nursery and Reception additionally have a 'Reading Spine' of stories which are told and revisited throughout the year.

When do we read?						
Literacy Sessions > Shared Snack Time > Transition Point						
What do we read?						
<i>Primary Texts</i>	<i>Secondary Texts</i>	<i>Information</i>	<i>Maths Stories</i>	<i>Reading Spine</i>	<i>Poetry Basket</i>	<i>Read for Pleasure</i>
Stories related to Big Question and explored in depth	Complementary stories related to Big Question	Information texts or online sources related to Big Question	White Rose suggested stories to complement maths learning	A selection of stories we revisit and retell often	A selection of poems we revisit and retell often	Stories or information books chosen from our reading area
<i>Nursery Reading Spine</i>			<i>Reception Reading Spine</i>			
The Very Hungry Caterpillar - Eric Carle We're Going on a Bear Hunt- Michael Rosen & Helen Oxbury Each Peach Pear Plum - Janet & Allan Ahlberg Brown Bear, Brown Bear -Bill Martin Jr & Eric Carle	The Train Ride - Jane Crebbin Dear Zoo - Rod Campbell Handa's Surprise - Eileen Browne Jack and the Beanstalk Goldilocks and the Three Bears The Gingerbread Man The Gruffalo - Julia Donaldson Zog - Julia Donaldson	Owl Babies - Martin Waddell & Patrick Benson Shark in the Park - Nick Sharrall Funny Bones – Janet & Allan Ahlberg Anancy and Mr Dry Bone - Fiona French Goodnight Moon - Margaret Wise Brown	Rosie's Walk - Pat Hutchins On the Way Home - Jill Murphy Jack and the Beanstalk Goldilocks and the Three Bears The Gingerbread Man The Gruffalo - Julia Donaldson Zog - Julia Donaldson			
<i>Nursery Poetry Basket</i>			<i>Reception Poetry Basket</i>			
Need to compile						

5 Literacy Overview

5.1 Nursery

This overview follows the principle of all literacy teaching having elements of shared storytelling, shared talk, and shared writing.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Big Question	<u>Who am I?</u>					
	Shared Storytelling	Happy to Be You – Emma Dodd			Super Duper You – Sophy Henn		
	Shared Talk	What's my name?	What do I look like?	Noticing differences in appearance	Who's in my family?	What's my favourite toy?	What's my favourite food/snack?
	Shared Writing	Name writing	Name writing	Name writing	One word labels	One word labels	One word labels
Autumn 2	Big Question	<u>What's that sound?</u>					
	Shared Storytelling	Dinosaur Roar! – Paul and Henrietta Stickland			And the Train Goes... - William Bee		
	Shared Talk	Farm animals	Zoo animal	Categorising farm, zoo and dinosaurs	Vehicles	Singing songs	Body percussion
	Shared Writing	Labelling	Labelling	Caption writing	Caption writing	List writing	List writing
Spring 1	Big Question	<u>How am I today?</u>					
	Shared Storytelling	The Colour Monster – Anna Llenas			The Colour Monster Goes to School – Anna Llenas		
	Shared Talk	Initial identification of emotions	Categorising emotions	What makes you feel that way?	Ways to feel better again (regulation)	Birthdays/party	Birthdays/party
	Shared Writing	Labelling	Word maps	Word maps	Caption writing	Writing cards	Writing cards

<i>Spring 2</i>	<i>Big Question</i>	<u>Who can help me?</u>						
	<i>Shared Storytelling</i>	Emergency! – Margaret Mayo & Alex Ayliffe			A Superhero Like You – Ranj Singh			
	<i>Shared Talk</i>	Emergency services	Emergency services	People who work in school	Family members	Role of family		
	<i>Shared Writing</i>	Caption writing	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'		
<i>Summer 1</i>	<i>Big Question</i>	<u>What does it feel like?</u>						
	<i>Shared Storytelling</i>	The Very Hungry Caterpillar – Eric Carle		We're Going on a Lion Hunt – The Kiboomers				
	<i>Shared Talk</i>	Recounting story	Describing texture	Recounting story	Sorting materials	Comparing homes in Africa to England		
	<i>Shared Writing</i>	Story maps	Recounting	Story maps	Recounting	Sentence modelling		
<i>Summer 2</i>	<i>Big Question</i>	<u>What does water do?</u>						
	<i>Shared Storytelling</i>	The Rainbow Fish – Marcus Pfister			Get Busy This Summer! – Stephen Waterhouse			
	<i>Shared Talk</i>	Under the Sea	Using water to grow	Using water to grow	Using water to wash	Celebration of achievements	Celebration of achievements	
	<i>Shared Writing</i>	I am... sentences	I am... sentences	It can... sentences	It can... sentences	Unstructured	Unstructured	

5.2 Reception

This overview follows the principle of all literacy teaching having elements of shared storytelling, shared talk, and shared writing.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	<i>Big Question</i>	<u>What makes a friend?</u>					
	<i>Shared Storytelling</i>	Together We Can – Caryl Hart & Ali Pye			Farmer Duck – Martin Waddell		
	<i>Shared Talk</i>	Articulate own likes/dislikes	Identify differences between peers	Identify positive and negative behaviours	School/classroom rules	Articulate positive qualities of a friend	What to do if someone is unkind
	<i>Shared Writing</i>	Name writing	Labelling actions	Labelling actions	I am... sentences	I am... sentences	I am... sentences
Autumn 2	<i>Big Question</i>	<u>What do I see?</u>					
	<i>Shared Storytelling</i>	Katie and the Starry Night – James Mayhew			Owl Babies – Martin Waddell		
	<i>Shared Talk</i>	Darkness/light	Diwali	Sun/Moon	What happens at night	Nocturnal Animals	Christmas
	<i>Shared Writing</i>	I can... sentences	I can... sentences	I can see... sentences	I can see... sentences	Letter writing with 'to' and 'from'	Letter writing with 'to' and 'from'
Spring 1	<i>Big Question</i>	<u>Where will I go?</u>					
	<i>Shared Storytelling</i>	All Through My Town – Jean Reidy			The Train Ride – June Crebbin		
	<i>Shared Talk</i>	Buildings in Old Moat	People who work in Old Moat	Emergency/Road Safety	Categorising transport	Maps	Story board – person – vehicle - place
	<i>Shared Writing</i>	We will go to...	He/she will go to...	They will go to...	We went to...	He/she went to...	They went to...

Spring 2	Big Question	<u>What is my favourite story?</u>					
	Shared Storytelling	The Three Little Pigs			Hansel & Gretel		
	Shared Talk	Recounting/ Mapping Story	Twisting story – change character	Why these materials?	Materials and properties	Change material to twist story	
	Shared Writing	I will... Speech bubbles	I will... Speech bubbles	<i>Unstructured</i> Speech bubbles	<i>Unstructured</i> Speech bubbles	<i>Unstructured</i> Speech bubbles	
Summer 1	Big Question	<u>What makes me strong?</u>					
	Shared Storytelling	Oliver's Vegetables – Alison Bartlett & Vivian French			A Squash and A Squeeze – Julia Donaldson		
	Shared Talk	Categorising fruits/vegetables	Planting process	Planting process	Farm animals and their young	What are farm animals used for?	
	Shared Writing	Look at my...	Look at my...	The...	The...	<i>Unstructured</i>	
Summer 2	Big Question	<u>What makes me strong?</u>					
	Shared Storytelling	Nora: The Girl Who Ate and Ate and Ate – Andrew Weale			The Frog Olympics – Brian Moses		
	Shared Talk	Recipe reading/following	Writing own recipes	Healthy eating	Healthy lifestyles	Celebration of achievements	Celebration of achievements
	Shared Writing	First... Second... Instruction writing	First... Second... Instruction writing	First... Second... Instruction writing	Recounts	Recounts	Recounts

6 Mathematics Overview

6.1 Nursery

This overview is written to provide necessary foundations for success in the White Rose maths scheme, taught in Reception to Year 6 at Old Moat.

		<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>	
<i>Autumn 1</i>	<i>WR Theme</i>	<u>Getting to Know You</u>			<u>Just Like Me</u>			
	<i>Building On</i>	Reciting numbers to 3			Reciting numbers to 5			
	<i>Concept(s)</i>	Matching items and groups of items	Matching items and groups of items	Sequencing events and routine	Counting items to 3	Counting items to 3	Recognising numerals 1, 2, 3	
	<i>Text</i>	Dear Zoo - Rod Campbell	Peace at Last - Jill Murphy	Clean Up Everybody - Stacey Sparks	I'm Number One - Michael Rosen	1 2 3 at the Zoo - Eric Carle	Number Farm – Stephen Holmes	
<i>Autumn 2</i>	<i>WR Theme</i>	<u>Just Like Me</u>						
	<i>Building On</i>	Count to 10, recognising more numerals, having 10 fingers			Counting to 11, subitising to 5, months of the year			
	<i>Concept(s)</i>	Counting 1, 2, 3 Matching numeral to quantity	Counting 1, 2, 3 Matching numeral to quantity	Positional language	2D shapes	Patterns (ABAB)	Patterns (ABAB)	
	<i>Text</i>	Rosie's Walk – Pat Hutchins	One Bear at Bedtime - M Inkpen	Circle/Triangle – Mac Barnett	Mouse Shapes – Ellen Stoll Walsh	Pattern Fish – Trudy Harris	Pattern Fish – Trudy Harris	
<i>Spring 1</i>	<i>WR Theme</i>	<u>It's Me, 1, 2, 3</u>						
	<i>Building On</i>	Reciting numbers to 5 and showing on fingers			Reciting numbers to 8 and showing on fingers; counting claps, jumps, taps, bangs			
	<i>Concept(s)</i>	Concept of 0	Composition of 1, 2, 3	Composition of 1, 2, 3	One More / One Less to 3	Comparing length/height/size	2D Shapes	
	<i>Text</i>	None the Number – Oliver Jeffers	3 Little Firefighters – Stuart J Murphy	Pink Tiara Cookies for Three	One Bear at Bedtime – N Inkpen	Jasper's Beanstalk – Nick Butterworth	Round is the Moon Cake – R Thong	

Spring 2	<i>WR Theme</i>	<u>Light and Dark / Alive in 5</u>					
	<i>Building On</i>	Reciting numbers to 10 and showing on fingers; counting claps, jumps, taps, bangs; subitising to 3					
	<i>Concept(s)</i>	Making 4 and 5	Composition of 4 and 5	Composition of 4 and 5	One More / One Less to 5	Positional language	
	<i>Text</i>	Pete the Cat + his 4 Groovy Buttons	The Ugly Five - Julia Donaldson	5 Little Friends – Sarah Dyer	Witches Four – Marc Brown	The Right Place for Albert – D Skinner	
Summer 1	<i>WR Theme</i>	<u>Alive in 5</u>					
	<i>Building On</i>	Reciting numbers to 10; skipping numbers and noticing which numbers are missing; subitising regular arrangements					
	<i>Concept(s)</i>	Composition of 5	Number bonds of 5	Number bonds to 5	Adding more (up to 5)	Taking away (up to 5)	
	<i>Text</i>	A Beach for Albert – Eleanor May	I Spy Numbers – Jean Marzello	Who Sank the Boat – Pamela Allen	The Shopping Basket – John Burningham	One Ted Falls out of Bed – J Donaldson	
Summer 2	<i>WR Theme</i>	<u>Find My Pattern</u>			<u>On The Move</u>		
	<i>Building On</i>	Reciting numbers to 12; subitising irregular arrangements			Reciting numbers to 15		
	<i>Concept(s)</i>	Comparing capacity/weight	Making Pairs	Sharing/ grouping	Making patterns (ABAB)	Making patterns (AAB or ABB)	Spatial awareness and number
	<i>Text</i>	Balancing Act – Ellen Stoll Walsh	Simon's Sock – Sue Hendra	One Odd Day – Doris Fisher	Grandpa's Quilt – Busy Franco	The Secret Path – Nick Butterworth	I Built a House – Chris van Dusen

6.2 Reception

This overview is adapted from the White Rose maths scheme for Reception, with text suggestions taken from their guidance.

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	<i>WR Theme</i>	<u>Getting to Know You</u>			<u>Just Like Me</u>		
	<i>Building On</i>	Counting to 10, recognising numerals, counting on fingers, days of the week			Counting to 13, recognising more numerals, subitising to 3		
	<i>Concept(s)</i>	Age (4/5)	Sequencing events	Positional language	Matching items and groups of items	Comparing size/length/height/capacity	Patterns (ABAB)
	<i>Text</i>	Dear Zoo - Rod Campbell	Peace at Last - Jill Murphy	Clean Up Everybody - Stacey Sparks	I'm Number One - Michael Rosen	Rosie's Walk - Pat Hutchins	Pattern Bugs / Fish – Trudy Harris
Autumn 2	<i>WR Theme</i>	<u>It's Me, 1, 2, 3</u>			<u>Light & Dark</u>		
	<i>Building On</i>	Counting to 15, recognising more numerals, having 10 fingers			Subitising to 5, months of the year		
	<i>Concept(s)</i>	Counting 1, 2, 3 Matching numeral to quantity	Composition of 1, 2, 3 - One more/one less	2D shapes	Making 4 and 5	One more and one less (concrete)	One more and one less (visual and abstract)
	<i>Text</i>	1 2 3 at the Zoo - Eric Carle	One Bear at Bedtime - M Inkpen	Circle/Triangle – Mac Barnett	Pete the Cat + his 4 Groovy Buttons	5 Little Friends – Sarah Dyer	Witches Four – Marc Brown
Spring 1	<i>WR Theme</i>	<u>Alive in 5</u>			<u>Growing 6, 7, 8</u>		
	<i>Building On</i>	Subitising regular arrangements of 6 and 7			Counting backwards from 15		
	<i>Concept(s)</i>	Concept of 0 Composition of 5	Number bonds of 5	Measuring capacity/weight	Representing/making/matching 6, 7, 8	Adding more/combining groups/making pairs	Measuring time/height/length
	<i>Text</i>	None the Number – Oliver Jeffers	The Ugly Five - Julia Donaldson	Balancing Act – Ellen Stoll Walsh	Six Dinner Sid – Inga Moore	Simon's Sock – Sue Hendra	Jasper's Beanstalk – Nick Butterworth

Spring 2	<i>WR Theme</i>	<u>Building 9 and 10</u>					
	<i>Building On</i>	Subitising up to 10 by seeing groups, counting to 18			Counting in 2s to 14, counting to 20		
	<i>Concept(s)</i>	Representing 9 and 10 Ordering numbers	Comparing numbers within 10	3D shapes	Number bonds of 10	Number bonds of 10	
	<i>Text</i>	Nine Naughty Kittens – Linda Jenny	How to Dinosaurs Count to 10?	Mouse Shapes – Ellen Stoll Walsh	Cockatoos – Quentin Blake	Ten Black Dots – Donald Crews	
Summer 1	<i>WR Theme</i>	<u>To 20 and Beyond</u>			<u>First, Then, Now</u>		
	<i>Building On</i>	Counting to 25, counting in 2s to 20			Counting to 30		
	<i>Concept(s)</i>	Filling 2 10 frames to 20	11-20 without 10 frames	Numbers beyond 20 (within 10 frames)	Adding more	Taking away	
	<i>Text</i>	A Dozen Ducklings Lost and Found	One Moose, 20 Mice – S Blackstone	20 Big Trucks in the Middle of the Street	The Shopping Basket – John Burningham	One Ted Falls out of Bed – J Donaldson	
Summer 2	<i>WR Theme</i>	<u>Find My Pattern</u>			<u>On The Move</u>		
	<i>Building On</i>	Counting in 5s to 30			Counting in 10s to 50		
	<i>Concept(s)</i>	Doubling/sharing/grouping	Even and Odd	Making patterns (AAB or ABB)	Making patterns (ABCABC)	Spatial awareness and number	Spatial awareness and number
	<i>Text</i>	Double the Ducks – Stuart J Murphy	One Odd Day – Doris Fisher	Grandpa's Quilt – Busy Franco	The Secret Path – Nick Butterworth	I Built a House – Chris van Dusen	In Every House on Every Street

7 Developmental Pathway

Notes in grey are ideas of how practitioners at Old Moat plan to foster progress.

7.1 Communication and Language • Listening, Attention & Understanding • Speaking

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Listening, Attention and Understanding

Around the age of 2: Can the child understand many more words than they can say – between 200–500 words? Can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”

Around the age of 3: Can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”

Speaking

Towards their second birthday: Can the child use up to 50 words? □ Is the child beginning to put two or three words together: “more milk”? Is the child frequently asking questions, such as the names of people and objects?

Towards their third birthday: Can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). □ Is the child linking up to 5 words together? Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Can the child follow instructions with three key words like: “Can you wash dolly’s face?”

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Pay attention to one thing at a time <ul style="list-style-type: none"> ⇒ <i>Listen 1:1 to develop independence within daily routine</i> ⇒ <i>Participate in short multi-sensory key person group time</i> ▪ Enjoy listening to stories and <i>begin to</i> remember much of what happens <ul style="list-style-type: none"> ⇒ <i>Listen to short stories with illustrations / props / sounds</i> ⇒ <i>Recall key events / name key characters</i> ⇒ <i>Begin to join in text retell with some actions</i> ▪ Follow an instruction with one part <ul style="list-style-type: none"> ⇒ <i>Linked to: □ daily routine □ Key Person group activities</i> ⇒ <i>Special events: Autumn walk</i> ▪ Understand simple questions about ‘who’, ‘what’ and ‘where’ <ul style="list-style-type: none"> ⇒ <i>Get to know: □ one another □ new learning space</i> ⇒ <i>Find body / move different body parts</i> ⇒ <i>Recount of autumn walk</i> ▪ <i>Begin to</i> understand some ‘why’ questions <i>related to own experiences</i> <ul style="list-style-type: none"> ⇒ <i>Autumn experiences</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> use a wider range of vocabulary <ul style="list-style-type: none"> ⇒ <i>Linked to: □ daily routine □ themes</i> 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Enjoy listening to stories & remember much of what happens ▪ <i>Begin to</i> shift attention from one thing to another when needed and given a prompt ▪ <i>Begin to</i> understand and follow a two-part instruction ▪ Understand some ‘why’ questions ▪ <i>Begin to</i> show an understanding of some prepositions ▪ <i>Begin to</i> listen to others in a small group <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use a wider range of vocabulary ▪ <i>Continue to</i> develop and sing a repertoire of songs ▪ Sing a range of rhymes/songs as part of a group ▪ Talk about a familiar book and <i>begin to</i> tell a simple story ▪ <i>Continue to</i> develop communication, using future and past tense (not always correctly) ▪ Use longer sentence of 4/6 words ▪ <i>Begin to</i> join sentences with ‘and’ ▪ Start a conversation with an adult / friend and <i>begin to</i> continue it with many turns ▪ Use talk to organise self / play ▪ <i>Begin to</i> retell a simple past event in correct order ▪ <i>Begin to</i> express a point of view 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Enjoy listening to longer stories (<i>with increased attention</i>) and can remember much of what happens ▪ Shift their attention from one thing to another when needed and given a prompt ▪ Understand and follow a two-part instruction ▪ Understand and respond confidently to simple ‘why’ questions ▪ Show an understanding of some prepositions ▪ Listen to others in a small group <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use a wider range of vocabulary in a range of contexts ▪ Sing a large repertoire of songs ▪ Sing a range of songs/rhymes as part of a group and independently ▪ Talk about a familiar book and tell a longer story ▪ Develop communication, <i>begin to</i> use a wider range of tenses (with correct use of most tenses) ▪ Use sentences joined by other words such as like / because

<ul style="list-style-type: none"> ▪ Learn new rhyme and <i>begin to</i> develop a repertoire of songs <ul style="list-style-type: none"> ⇒ <i>Join in with actions / props</i> ⇒ <i>Fill in some missing words</i> ▪ <i>Begin to</i> talk about a familiar book one-to-one <ul style="list-style-type: none"> ⇒ <i>Comment on an illustration ...picture / illustration</i> ⇒ <i>Favourite character / part ... character / events</i> ▪ Develop communication, <i>begin to</i> use different tenses ▪ <i>Begin to</i> use longer sentences of 4/6 words ▪ Start a conversation with an adult / friend ▪ <i>Begin to</i> use talk to organise selves / play 		<ul style="list-style-type: none"> ▪ Start a conversation with an adult / friend & continue it with many turns ▪ Retell a simple past event in correct order ▪ Use talk more confidently to organise selves / play ▪ Express a point of view & debate when they disagree with an adult /friend, using words as well as actions
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Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Listening, Attention and Understanding

Around the age of 3: Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Additional OM checkpoint – Around the age of 4: Around the age of 4: Is the child joining in with Phase 1 phonics activities? Are they able to discriminate between different sounds – environmental, instrumental, body percussion and voice? Are they able to remember sounds they hear?

Speaking

Around the age of 4: Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?

Additional OM checkpoint - Around the age of 4: Is the child able to talk about the sounds they hear? Are they able to make different voice sounds, linked to early phonemic development?

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Understand a question or instruction that has two parts <ul style="list-style-type: none"> ⇒ <i>Daily routines e.g. tidy up time, challenges... instruction</i> ▪ Understand ‘why’ questions <ul style="list-style-type: none"> ⇒ <i>Why do you think he/she feels...?</i> ▪ Understand how to listen carefully and why listening is important ▪ Learn new vocabulary linked to daily routine / theme <ul style="list-style-type: none"> ⇒ <i>See UW: □ Me and My Family □ Autumn □ Celebrations</i> ▪ <i>Begin to</i> engage in story time <ul style="list-style-type: none"> ⇒ <i>Join in with repeated refrains / fill in rhyming words</i> ▪ Listen to and <i>begin to</i> talk about stories to build familiarity and understanding <ul style="list-style-type: none"> ⇒ <i>Discuss characters, events, setting ... character, happened</i> ▪ Listen carefully to rhymes and songs and <i>begin to</i> pay attention to how they sound <ul style="list-style-type: none"> ⇒ <i>Learn rhymes, songs & poems</i> 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ▪ Listen carefully to and learn rhymes, poems and songs ▪ Listen to and talk about stories to build familiarity and understanding ▪ <i>Begin to</i> listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary ▪ <i>Begin to</i> understand humour <i>e.g. nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Use new vocabulary in different contexts ▪ Ask questions to find out more and to check they understand what has been said to them ▪ Articulate their ideas & thoughts in well-formed sentence ▪ Connect one idea or action to another using a range of connectives ▪ Describe events in some detail 	<p>Listening, Attention and Understanding</p> <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 <p>Speaking</p> <ul style="list-style-type: none"> ▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

⇒ *Anticipate words, begin to adapt phrases (with support)*

Speaking

- Use new vocabulary throughout the day
- *Begin to* ask questions to find out more and to check they understand what has been said to them
 - ⇒ *Model & encourage questions after instructions*
- *Begin to* articulate their ideas and thoughts in well-formed sentence
 - ⇒ *Express □ Ideas to friends □ Book talk*
- *Begin to* connect one idea or action to another using a range of connectives... because, although, but.
- *Begin to* describe events in some detail
- Develop social phrases
 - ⇒ *Routines of the day ... greetings, How are you?*
 - ⇒ *Friendship ... Would you like to...?*
- *Begin to* retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
 - ⇒ *Focused & linked texts – within small world / role play*

- Use talk to help work out problems, organise thinking & activities explain how things work/why things happen
- Develop and use social phrases with confidence
- Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

7.2 Personal, Social and Emotional Development • Self-Regulation • Managing Self • Building Relationships

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Self-Regulation

Around the age of 2: □ Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Additional OM checkpoint – Around the age of 3: Does the child show increased levels of concentration at an activity of their choice? Do they make learning choices across provision, indoors and outdoors?

Managing Self

Additional OM checkpoint – Around the age of 3: Are they demonstrating increased levels of independence within the daily routine e.g. accessing provision, making learning choices ...? Do they show awareness of appropriate learning behaviours across the day e.g. looking, listening and joining in at group time?

Building Relationships

Between the ages of 2 and 3: □ Does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show 'effortful control' <ul style="list-style-type: none"> ⇒ <i>With support follow the daily routine</i> ⇒ <i>Play with others, sharing resources / taking turns</i> ▪ <i>Begin to</i> talk about feelings ... happy / sad / because <ul style="list-style-type: none"> ⇒ <i>Show / imitate different emotions and label</i> ⇒ <i>I am happy / sad because</i> ▪ <i>Begin to</i> show awareness of how others might be feeling <ul style="list-style-type: none"> ⇒ <i>Offer comfort to a child who is upset / laugh with others</i> ⇒ <i>Identify feelings of main characters in texts, looking carefully at illustrations</i> ▪ <i>Begin to</i> recognise that some actions can hurt the feelings of others <ul style="list-style-type: none"> ⇒ <i>Identify action that made someone else upset</i> ▪ <i>With support begin to</i> find solutions to some conflicts <ul style="list-style-type: none"> ⇒ <i>Sharing resources / taking turns e.g. bike track</i> <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Show interest in a range of experiences, indoors and outdoors <ul style="list-style-type: none"> ⇒ <i>Familiar and some new</i> ▪ <i>Begin to</i> select and use continuous provision resources, with help when needed ... resources <ul style="list-style-type: none"> ⇒ <i>Make independent learning choices ... learning / play</i> 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Talk about feelings using words like 'happy' and 'sad' and <i>begin to</i> use other words ▪ <i>With support begin to</i> understand and talk about how others might be feeling and the reasons why ▪ <i>Begin to</i> help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> ▪ <i>With support begin to</i> talk with others to resolve conflicts <p>Managing Self</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> select and use activities and resources to achieve a set goal ▪ Settle to an activity <i>of choice</i> for some time ▪ Increasingly follow classroom <i>routines</i> and rules (<i>with reduced practitioner guidance</i>) ▪ <i>Develop independence</i> within self-care routines <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Play with one or more other children ▪ Take play in pretend play with one or more children ▪ See themselves as part of a community ▪ <i>Begin to</i> share and take turns with others ▪ <i>Begin to</i> extend and elaborate play ideas with others 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Talk about their feelings using a range of words ▪ Begin to understand how others might be feeling. ▪ Help to find solutions to conflicts and rivalries. ▪ Develop appropriate ways of being assertive. ▪ Talk with others to solve conflicts. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them. ▪ Settle to an activity for some time ▪ Increasingly follow rules, understanding why they are important. ▪ Do not always need an adult to remind them of a rule. ▪ Be increasingly independent in meeting own care needs ▪ Make healthy choices about food, drink, activity and toothbrushing. <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ Develop sense of responsibility and membership of a community. ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Show more confidence in new social situations.

<ul style="list-style-type: none"> ⇒ <i>Put resources back in right place once used</i> ▪ <i>With support begin to</i> follow classroom routines and rules ▪ <i>Begin to</i> be independent within self-care routines <ul style="list-style-type: none"> ⇒ <i>Toileting / Handwashing / Snack time / Outdoor time</i> <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ <i>Begin to play</i> with one or more other children <ul style="list-style-type: none"> ⇒ <i>Child-initiated learning / small group activities</i> ▪ <i>Begin to</i> see themselves as part of a community <ul style="list-style-type: none"> ⇒ <i>Key Person group / nursery / family</i> 		<ul style="list-style-type: none"> ▪ Play with one or more other children, extending and elaborating play ideas.
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Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Self-Regulation
Around the age of 3: Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?
Around the age of 4: Can the child generally negotiate solutions to conflicts in their play?

Managing Self
Around the age of 3: Can the child settle to some activities for a while?
Around the age of 4: Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? □

Building Relationships
Around the age of 4: Does the child play alongside others or do they always want to play alone? Does the child start to enjoy the company of other children and want to play with them?

Learning Priorities for Reception		
Autumn	Spring	Summer (ELGs)
<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share <ul style="list-style-type: none"> ⇒ <i>How to compromise and negotiate to solve problems</i> ⇒ <i>Use □ book talk □ puppets □ real life experiences</i> ▪ <i>Begin to</i> express feelings and consider the feelings of others <ul style="list-style-type: none"> ⇒ <i>Identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i> ⇒ <i>Link book character's emotion to own experiences ... expression, mood, feeling/emotion</i> ▪ <i>Begin to</i> set own goals and show resilience and perseverance in the face of challenge <ul style="list-style-type: none"> ⇒ <i>Set a shared goal with a friend</i> ▪ <i>Begin to</i> identify and moderate own feelings socially and emotionally <ul style="list-style-type: none"> ⇒ <i>Focus on □ keeping calm □ being patient □ waiting for a turn □ sharing □ tidying up after themselves</i> <p>Managing Self</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Express feelings and consider the feelings of others ▪ Set own goals and show resilience and perseverance in the face of challenge ▪ Identify and moderate own feelings socially and emotionally ▪ Think about the perspectives of others <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Manage own self-care needs ▪ Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ See self as a valuable individual ▪ Build constructive and respectful relationships 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ▪ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate ▪ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of 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

<ul style="list-style-type: none"> ▪ <i>Manage own self-care needs ... fasten</i> <ul style="list-style-type: none"> ⇒ <i>Independent use of □ zips □ buttons □ coats □ shoes</i> ▪ <i>Develop confidence</i> to try new activities and show independence <ul style="list-style-type: none"> ⇒ <i>Access all types of enhancements (indoors & outdoors)</i> ▪ Know and <i>begin to</i> talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ⇒ <i>Toothbrushing – importance and how ... clean, decay</i> ⇒ <i>Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit</i> <p>Building Relationships</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> see self as a valuable individual <ul style="list-style-type: none"> ⇒ <i>Describe self, positively ... proud, special, love (use books: 'Happy in Our Skin' & 'My Hair')</i> ▪ <i>Begin to</i> build constructive and respectful relationships <ul style="list-style-type: none"> ⇒ <i>Use social language to develop friendships see CL</i> 		<p>Building Relationships</p> <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
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7.3 Physical Development • Gross Motor Skills • Fine Motor Skills

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Gross Motor Skills

Around their second birthday: Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?

Around their third birthday: Can the child climb confidently, catch a large ball and pedal a tricycle?

Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child's health.

Fine Motor Skills

Additional OM checkpoint – Around the age of 3: Does the child show interest in fine motor activities? If not, how can this be developed through their interests? Are they beginning to develop a dominant hand?

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Continue to</i> develop movement skills of walking and running <ul style="list-style-type: none"> ⇒ <i>Negotiating space</i> ⇒ <i>Begin to adapt speed / direction to avoid obstacles</i> ▪ <i>Continue to</i> develop climbing skills <ul style="list-style-type: none"> ⇒ <i>Use stairs using alternate feet</i> ⇒ <i>With support explore climbing frame</i> ▪ <i>Continue to</i> develop balancing skills <ul style="list-style-type: none"> ⇒ <i>Complete low level obstacle courses</i> ⇒ <i>Walk up / down a ramp</i> ⇒ <i>Stand still</i> ⇒ <i>Stand on one leg</i> ▪ <i>Begin to</i> learn to hop ▪ <i>Continue to</i> develop riding skills – scooter / trike / balance bike <ul style="list-style-type: none"> ⇒ <i>Use bike track: □ following track □ right direction</i> ⇒ <i>Stop / start</i> ▪ <i>Continue to</i> develop ball skills <ul style="list-style-type: none"> ⇒ <i>Rolling (partner / circle games)</i> ⇒ <i>Kicking</i> ▪ <i>Begin to</i> use large-muscle movements to <ul style="list-style-type: none"> ⇒ <i>Wave flags and streamers (top to bottom / anti-clockwise)</i> ⇒ <i>Paint and make marks (top to bottom / anti-clockwise)</i> <p>Fine Motor Skills</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Continue to</i> develop movement of walking and running ▪ <i>Continue to</i> develop climbing skills ▪ <i>Continue to</i> develop balancing skills ▪ Learn to hop ▪ <i>Begin to</i> learn to skip ▪ <i>Continue to</i> develop riding skills ▪ <i>Continue to</i> develop ball skills ▪ Use large muscle movements ▪ <i>Begin to</i> remember some sequences and patterns of movement related to music and rhythm ▪ <i>Begin to</i> take part in some group team activities ▪ <i>Begin to</i> match developing physical skills to tasks and activities in setting ▪ Choose the right resource to carry out chosen plan ▪ <i>Begin to</i> collaborate with others to manage large items <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Show preference a for a dominant hand ▪ <i>Continue to</i> learn to use a knife and fork ▪ Increase independence getting dressed and undressed ▪ Use a <i>range of</i> one-handed tools and equipment ▪ <i>Continue to develop a</i> comfortable grip with good control when holding pens and pencils. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> refine movement of walking and running ▪ <i>Begin to</i> refine climbing skills ▪ <i>Begin to</i> refine balancing skills ▪ Learn to skip ▪ <i>Continue to</i> develop riding skills ▪ <i>Continue to</i> develop ball skills ▪ Use large muscle movements ▪ Remember some sequences and patterns of movement related to music and rhythm ▪ Take part in some group team activities ▪ Match developing physical skills to tasks and activities in setting ▪ Choose the right resource to carry out chosen plan ▪ Collaborate with others to manage large items <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Use one-handed tools and equipment. ▪ Eat independently using a knife and fork ▪ Be increasingly independent getting dressed and undressed ▪ Use a comfortable grip with good control when holding pens and pencils.

<ul style="list-style-type: none"> ▪ <i>Learn to use the toilet with help, and then independently.</i> ▪ <i>Begin to</i> show a preference for a dominant hand ▪ <i>Begin to</i> learn to use a knife and fork ▪ <i>Begin to</i> get dressed independently for outdoor play ▪ Use <i>some</i> one-handed tools and equipment <ul style="list-style-type: none"> ⇒ <i>Across provision:</i> □ <i>Pouring / filling</i> □ <i>Stirring / mixing</i> □ <i>Rolling</i> □ <i>Painting / Drawing / mark making ...</i> ▪ <i>Begin to develop</i> a comfortable grip when using pencils / pen <ul style="list-style-type: none"> ⇒ <i>Model and encourage a tripod grip</i> 		
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Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Gross Motor Skills

Note: Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Additional OM checkpoint – Around the age of 4: Are children happy to join in outdoor play? If not, use children's interests to encourage outdoor learning and development of gross motor skills.

Most, but not all, children are reliably dry during the day **by the age of 4**. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Fine Motor Skills

Additional OM checkpoint – Around the age of 4: Does the child show interest in fine motor activities? If not, how can this be developed through their interests? □ Do they use one handed tools, including pencils, with increasing control?

Learning Priorities for Reception		
Autumn	Spring	Summer (ELGs)
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> ⇒ <i>Engage in and develop confidence in actions</i> ▪ <i>Begin to</i> develop overall body-strength, balance, co-ordination, and agility. <ul style="list-style-type: none"> ⇒ <i>Use above actions, within obstacle courses ... balance, obstacle, spatial, prepositions</i> ⇒ <i>Set own physical challenge ... challenge, goal</i> ▪ <i>Begin to</i> use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> ▪ <i>Begin to</i> combine different movements with ease and fluency <ul style="list-style-type: none"> ⇒ <i>See above obstacle course</i> ⇒ <i>Change movements / directions quickly</i> ▪ <i>Begin to</i> use a range of large and small apparatus indoors and outside, alone confidently and safely and in a group 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ <i>Continue to</i> refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> ▪ <i>Begin to</i> progress towards a more fluent style of moving, with developing control and grace ▪ Develop overall body-strength, balance, co-ordination, and agility. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Develop small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Gross Motor Skills</p> <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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ▪ Use a range of small tools, including scissors, paint brushes and cutlery ▪ <i>Begin to</i> show accuracy and care when drawing.

<ul style="list-style-type: none"> ⇒ <i>Understand rules and reasons</i> ▪ Further develop and refine a range of ball skills <ul style="list-style-type: none"> ⇒ <i>Throwing, catching, kicking</i> ⇒ <i>Use different sizes / types of balls – in pairs</i> ▪ Further develop the skills they need to manage the school day successfully: □ <i>lining up and queuing</i> □ <i>mealtimes</i> □ <i>personal hygiene</i> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ Use a comfortable grip with good control when holding pens and pencils <ul style="list-style-type: none"> ⇒ <i>Consolidate tripod grip</i> ▪ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. <ul style="list-style-type: none"> ⇒ <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</i> ⇒ <i>Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight</i> 	<ul style="list-style-type: none"> ⇒ <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</i> ▪ Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> - <i>Effective pencil grip</i> - <i>Correct letter formation (see Writing)</i> 	
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Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Comprehension / Word Reading

Additional OM checkpoint – Around the age of 3: Does the child handle books appropriately? Do they show an understanding of the purpose of books? Are they beginning to spend time in the Book Area?

Writing

Additional OM checkpoint – Around the age of 3: Does the child show interest in multi-sensory mark making opportunities, indoors and outdoors? Are they beginning to draw circles and lines? Does the child show interest in fine motor activities? If not, how can this be developed through their interests? Are they beginning to develop a dominant hand?

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Comprehension See Listening, Attention and Understanding aspect of Communication and Language</p> <p>Word Reading (Phase 1 Phonics)</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> develop phonological awareness <ul style="list-style-type: none"> ⇒ <i>Join in with Phase 1 activities, aspects 1 to 6</i> ⇒ <i>Distinguish between different sounds: □ Environmental Sounds □ Instrumental Sounds □ Body Percussion</i> ⇒ <i>Rhythm and rhyme: begin to develop awareness of words that sound the same</i> ⇒ <i>Alliterative activities, begin to identify words starting with the same phoneme within names</i> ⇒ <i>Explore and copy different voice sounds</i> ▪ <i>Begin to</i> understand some of the five key concepts about print: <ul style="list-style-type: none"> ⇒ <i>Handle books carefully & correctly</i> ⇒ <i>Name some book parts ... front cover, back cover, page, title</i> ⇒ <i>Print has meaning □ familiar logos □ environmental labels with photograph</i> ⇒ <i>Understand print is read left to right.</i> ▪ Enjoy sharing a book with an adult <ul style="list-style-type: none"> ⇒ <i>One to one</i> } <i>Fiction and</i> ⇒ <i>Small group time</i> } <i>non-fiction</i> ▪ <i>Begin to</i> read own name with visual support <p>Writing</p> <ul style="list-style-type: none"> ▪ Add some marks to their drawings, which they give meaning to. For example: "That says mummy. ▪ Make marks on picture to represent name ▪ <i>Begin to</i> attempt to write name with some recognisable letters 	<p>Comprehension See Listening, Attention and Understanding aspect of Communication and Language</p> <p>Word Reading (Phase 1 Phonics)</p> <ul style="list-style-type: none"> ▪ <i>Continue to</i> develop phonological awareness <ul style="list-style-type: none"> ⇒ <i>Join in with P1 activities, aspects 1 to 7</i> ⇒ <i>Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion</i> ⇒ <i>Rhythm and rhyme: develop awareness of words that sound the same</i> ⇒ <i>Tune into alliterative words, begin to identify / hear some initial phonemes in words</i> ⇒ <i>Explore and begin to talk about different voice sounds</i> ⇒ <i>Begin to participate in oral blending/segmenting activities</i> ⇒ <i>Clap syllables in own name</i> ▪ <i>Begin to</i> engage in conversations about stories and <i>non-fiction texts</i>, learning new vocabulary ▪ <i>Continue to</i> develop an understand the five key concepts about print: <ul style="list-style-type: none"> ⇒ <i>Handle books carefully & correctly</i> ⇒ <i>Name some book parts title / blub</i> ⇒ <i>Print has meaning – recognise some new logos</i> ⇒ <i>Begin to understand what a word / letter is ... letter / word</i> ⇒ <i>Follow print left to right and begin to use 1:1 correspondence</i> ⇒ <i>Know where to start reading ... first</i> ▪ Read own name without visual support <p>Writing</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> use some print / letter knowledge in writing 	<p>Comprehension See Listening, Attention and Understanding aspect of Communication and Language</p> <p>Word Reading (Phase 1 Phonics)</p> <ul style="list-style-type: none"> ▪ Develop phonological awareness <ul style="list-style-type: none"> ⇒ <i>Join in with P1 activities, aspects 1 to 7</i> ⇒ <i>Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion</i> ⇒ <i>Talk about rhyming words and begin to create rhyming strings</i> ⇒ <i>Hear and say initial sounds in words</i> ⇒ <i>Explore and talk about different voice sounds, enunciating some phoneme correctly</i> ⇒ <i>Participate in oral blending/segmenting activities</i> ⇒ <i>Clap syllables in words</i> ▪ Engage in extended conversations about stories <i>and non-fiction texts</i>, learning & using new vocabulary ▪ Use the five key concepts about print: <ul style="list-style-type: none"> ⇒ <i>Identify a word in a sentence and understand it carries meaning</i> ⇒ <i>Identify a letter in a word</i> ⇒ <i>Name parts of book and show awareness of page number ... page number</i> ⇒ <i>Continue to develop understanding of word / letter</i> ⇒ <i>Follow print, know it is read from top to bottom & use 1:1 correspondence</i> ▪ <i>Read</i> own name in a variety of fonts/context <p>Writing</p> <ul style="list-style-type: none"> ▪ Use knowledge of print / letter knowledge in writing <ul style="list-style-type: none"> ⇒ <i>Recognisable letters</i> ⇒ <i>Left to right / top to bottom directionality meaning</i>

<ul style="list-style-type: none"> ⇒ <i>First letter of name</i> ▪ To begin to understand that own marks represent meaning <ul style="list-style-type: none"> ⇒ <i>Point to marks</i> ⇒ <i>Talk about made marks</i> ⇒ <i>Label marks</i> 	<ul style="list-style-type: none"> ⇒ <i>Symbols – lines / circles</i> ⇒ <i>Recognisable letters</i> ⇒ <i>Left to right directionality</i> ⇒ <i>Top to bottom directionality</i> <p style="text-align: center;">} <i>ascribe meaning / point to</i></p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> engage in purposeful mark marking ▪ Attempt to write name, using name card, with some recognisable letters, some correctly formed 	<ul style="list-style-type: none"> ⇒ <i>Top to bottom directionality</i> ▪ <i>Begin to</i> match some letters to phonemes e.g. m for mummy ▪ Engage in purposeful early writing ▪ Write name, from memory, with correct letter formation
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Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Comprehension / Word Reading

Additional OM checkpoint – Around the age of 4: Does the child show interest in looking at books independently? Do they like to share a book with an adult, talking about the illustrations/print? Do they handle books appropriately? Are they showing interest in environmental print? Are they able to read their name, without a visual prompt?

Additional OM checkpoint – Around the age of 4: Does the child join in with the following phase 1 activities with increasing confidence: ► rhythm and rhyme ► alliteration ► oral blending and segmenting? Do observations show increasing development of key skills?

Writing

Additional OM checkpoint – Around the age of 4: Does the child show interest in writing their name independently. Are all letters recognisable? Are some correctly formed? Do they engage in purposeful writing across provision, ascribing meaning? e.g. write a label for their model. □ Are they beginning to use letters from their name in purposeful writing? e.g. write initial letters or letters strings to represent words

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
<p>Comprehension</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> retell simple stories and narratives using their own words and <i>some</i> recently introduced vocabulary. <ul style="list-style-type: none"> ⇒ <i>Recall key events ... event</i> ⇒ <i>Talk about main characters... character, beginning, middle, end</i> <p>Word Reading</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ Understand the five key concepts about print, with a focus on <ul style="list-style-type: none"> ⇒ <i>Left to right</i> ⇒ <i>1-1 correspondence ... word, letter, first / last</i> ▪ Continue to develop P1 phonological awareness, <i>focusing on</i> <ul style="list-style-type: none"> ⇒ <i>Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... blending, segmenting</i> ▪ Read individual letters by saying the sounds for them <ul style="list-style-type: none"> ⇒ <i>Secure P2 phonics ... phoneme, grapheme, alphabet</i> ▪ Blend sounds into words, so that they can read short words made up of known GPCs 	<p>Comprehension</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> use and understand <i>some</i> recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> <ul style="list-style-type: none"> ⇒ <i>Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set</i> ⇒ <i>Take on role of character using some story language</i> ⇒ <i>Talk about likes and dislikes of texts, rhymes and poems</i> ⇒ <i>Choose a book and begin to explain why ...because</i> ▪ <i>Begin to</i> anticipate - where appropriate - <i>some</i> key events in stories ...<i>predict / prediction</i> <p>Word Reading</p> <ul style="list-style-type: none"> ▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ Continue to develop P1 phonological awareness, focusing on <ul style="list-style-type: none"> ⇒ <i>Oral blending and segmenting</i> ▪ Say the sound for: <ul style="list-style-type: none"> ⇒ <i>For each letter of the alphabet</i> ⇒ <i>Double letters □ ss □ ll □ zz □ ck □ ff</i> ⇒ <i>Consonant digraphs □ sh □ ch □ th, □ ng ...digraph</i> 	<p>Comprehension</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> ▪ 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. <ul style="list-style-type: none"> ⇒ <i>Begin to notice some relationships between one text and another</i> ⇒ <i>Begin to comment on perceived links with own life experience or other experiences, e.g. films, books</i> <p>Word Reading</p> <ul style="list-style-type: none"> ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs <ul style="list-style-type: none"> ⇒ <i>Aiming for Secure Phase 3</i> ▪ Read words consistent with their phonic knowledge by sound-blending ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) <ul style="list-style-type: none"> ⇒ <i>you, they, all, are, my, her (plus Autumn/Spring words)</i>

<ul style="list-style-type: none"> ⇒ P2 □ VC words □ CVC words ▪ <i>Begin to</i> read a few common exception words matched to phonic programme <ul style="list-style-type: none"> ⇒ <i>I, go, to, the, no, into ... tricky words</i> ▪ <i>Begin to</i> read simple phrases / sentences <ul style="list-style-type: none"> ⇒ <i>Apply P2 GPC</i> ▪ Read <u>??????</u> guided reading books aligned to phonic knowledge <p>Writing</p> <ul style="list-style-type: none"> ▪ Write name correctly <ul style="list-style-type: none"> ⇒ <i>Use correct letter formation</i> ▪ Use some of their print and letter knowledge in their early writing ▪ <i>Begin to</i> form lower-case letters correctly ▪ <i>Begin to</i> spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i> <ul style="list-style-type: none"> ⇒ <i>Use □ initial sounds □ VC □ CVC words</i> ⇒ <i>Write labels</i> ▪ <i>Begin to</i> write lists & captions, focusing on ...<i>label, caption, space</i> <ul style="list-style-type: none"> ⇒ <i>Oral rehearsal / vocabulary</i> ⇒ <i>Begin to reread what they have written</i> 	<ul style="list-style-type: none"> ▪ <i>Begin to</i> read words consistent with their phonic knowledge <ul style="list-style-type: none"> ⇒ <i>Mid P3 □ CVC words</i> ▪ Read some common exception words matched to the school's phonic programme <ul style="list-style-type: none"> ⇒ <i>he, she, me, be, we, was (plus see Autumn words)</i> ▪ Read simple phrases / sentences <ul style="list-style-type: none"> ⇒ <i>Apply P2-3, i.e. sets 1-7 + consonant digraphs</i> ▪ Read <u>??????</u> guided reading books aligned to phonic knowledge <p>Writing</p> <ul style="list-style-type: none"> ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and <i>begin to</i> write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i> <ul style="list-style-type: none"> ⇒ <i>Include word spacing</i> ⇒ <i>Orally rehearse caption of sentence before writing</i> ▪ Re-read what they have written to make sure it makes sense <p><i>Begin to</i> write a variety of □ fiction and non-fiction sentences / captions</p>	<p>Writing</p> <ul style="list-style-type: none"> ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> ⇒ <i>CVC words</i> ▪ Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> ⇒ <i>Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter</i> ⇒ <i>Aiming for children to be sequencing 2 or 3 sentences by end of Summer</i>
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Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Number / Numerical Pattern

Additional OM checkpoint – **Around the age of 3:** Is the child beginning to show interest in numbers? Are they beginning to use some number names in play/daily routine?

Shape, Space and Measure

Additional OM checkpoint – **Around the age of 3:** Is the child interested in climbing and squeezing themselves into different spaces? Are they interested in comparing size, weight, height and length by using gestures and simple terminology?

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Number / Numerical Pattern</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> compare quantities ... <i>group, lots, more, same, less</i> <ul style="list-style-type: none"> ⇒ <i>Sort, match and label groups</i> ⇒ <i>Find the group with more / the same / less</i> ▪ Notice, identify and talk about patterns around them <ul style="list-style-type: none"> ⇒ <i>Clothing</i> ⇒ <i>Autumn</i> ▪ <i>Begin to</i> copy and talk about a pattern – <i>ABAB</i> <ul style="list-style-type: none"> ⇒ <i>Patterns with objects / actions</i> ⇒ <i>Give pattern a name</i> ▪ <i>Begin to</i> recite numbers to 5 in correct order ▪ Explore 1:1 correspondence <ul style="list-style-type: none"> ⇒ <i>Transient art free exploration</i> ▪ <i>Begin to</i> say one number for each item to 3 <ul style="list-style-type: none"> ⇒ <i>Join in with number rhymes / songs with props & actions</i> ⇒ <i>Use some number names in play</i> <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> select shapes for appropriate tasks <ul style="list-style-type: none"> ⇒ <i>Show interest in shapes in the environment</i> ⇒ <i>Manipulate and turn shapes</i> ▪ <i>Begin to</i> talk about shapes <i>round, pointy, spotty, stripy</i> ▪ Make comparisons between objects using appropriate vocabulary <ul style="list-style-type: none"> ⇒ <i>Size ... big / small / bigger / smaller</i> ▪ Understand positional language within daily routine ... <i>in / on / under</i> ▪ <i>Begin to</i> understand the language of time within the daily routine ... <i>next, later, after</i> 	<p>Number / Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Name and talk about patterns ▪ Continue and talk about a pattern – <i>ABAB</i> ▪ Recite numbers to 5 ▪ Join in with number rhymes to 5 using props and fingers ▪ Use fingers to represent numbers <i>with increasing accuracy</i> ▪ Use some numbers names in play <i>with some accuracy</i> ▪ Sort and match objects accordingly e.g. <i>size / shape</i> ▪ <i>Begin to</i> compare quantities using ... <i>more than / fewer than</i> ▪ Fast recognition of objects up to 1 and sometimes 2 – subitising ▪ <i>Begin to</i> count up to sets of 5 objects (1:1 correspondence) ▪ <i>Begin to</i> represent numbers with marks <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select shapes appropriately <i>in a range of contexts</i> ▪ <i>Begin to</i> combine shapes to make new ones ▪ Talk about shapes ▪ Make comparisons between objects using appropriate vocabulary ▪ Understand positional language ▪ <i>Begin to</i> use <i>some</i> language of time within the daily routine ▪ <i>Begin to</i> describe a familiar route ▪ <i>Begin to</i> describe a sequence of events ... <i>first, next</i> 	<p>Number / Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Extend and create ABAB patterns ▪ Recite numbers past 5 ▪ Fast recognition of up to 3 objects - subitising ▪ Say one number for each item in order: 1,2,3,4,5. ▪ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ▪ Show 'finger numbers' up to 5. ▪ Link numerals and amounts up to 5 ▪ Experiment with own symbols and marks as well as numerals. ▪ Solve real world mathematical problems with numbers up to 5 ▪ Compare quantities using language: 'more than', 'fewer than' <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Talk about and explore 2D and 3D shapes ▪ Understand position through words ▪ Describe a familiar route ▪ Make comparisons between objects relating to size, length, weight and capacity ▪ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. ▪ Combine shapes to make new ones ▪ Talk about and identifies the patterns around them. ▪ Extend and create ABAB patterns ▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Nursery Observation Checkpoints Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.

Number / Numerical Pattern

Additional OM checkpoint – Around the age of 4: Does the child show interest in numbers? Are they beginning to work confidently with numbers to 5?

Shape, Space and Measure

Additional OM checkpoint – Around the age of 4: Do they show interest in manipulating and exploring shapes? Do they show awareness of the daily routine? Are they beginning to describe the sequence of events, real or fictional, using words like 'first' or 'then'?

Learning Priorities for Reception

Autumn	Spring	Summer
<p>Number / Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Recite numbers to 10 <ul style="list-style-type: none"> ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... forwards, backwards ⇒ Break counting chain (not always starting from 1) ⇒ Talk about position ... before, after ▪ Count objects, actions and sounds <ul style="list-style-type: none"> ⇒ Up to 5 – in context of □ daily routine □ sharing □ turn taking ⇒ Count objects in an irregular arrangement ▪ Subitise 3 / 4 objects (quick recall without counting) <ul style="list-style-type: none"> ⇒ Matching children to images in workshop areas ⇒ Fast recognition of dice patterns ▪ Link the number symbol (numeral) with its cardinal number value to 5 ▪ Compare quantities up to 5 ... more than, less than, fewer, who has one more / less ▪ Understand 'one more/less than' to 5 <ul style="list-style-type: none"> ⇒ Use sentence with support ... Three is one more than two ▪ Explore the composition of numbers to 5 <ul style="list-style-type: none"> ⇒ Recognise total is still the same ⇒ Using variety of resources ... more, less, makes, equals, altogether ▪ Begin to explore number bonds to 5 <ul style="list-style-type: none"> ⇒ Use a range of resources ⇒ Understand how to use a flip flap to 5 <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills <ul style="list-style-type: none"> ⇒ Create shape picture ...consolidate ...2D shape names ⇒ Put shapes together to make new shape ... fit, turn 	<p>Number / Numerical Pattern</p> <ul style="list-style-type: none"> ▪ Recite numbers to 20 <ul style="list-style-type: none"> ⇒ Backward from 10 and begin to recite backwards from 15 ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards) ⇒ Talk about position up to 5 and begin to talk about position up to 10 ▪ Count objects, actions and sounds <ul style="list-style-type: none"> ⇒ Up to 10, in context of □ daily routine □ sharing □ turn taking ⇒ Count objects in an irregular arrangement ▪ Begin to estimate number of objects up to 10 then check by counting ▪ Subitise 5 objects (quick recall without counting) ▪ Link the number symbol (numeral) with its cardinal number value to 10 ▪ Compare quantities up to 10 ▪ Understand 'one more/less than' to 10 <ul style="list-style-type: none"> ⇒ Use sentence ... six is one more than five ▪ Begin to explore the composition of numbers to 10 ▪ Recall number bonds to 5 <ul style="list-style-type: none"> ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... altogether, more/now ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... left ▪ Begin to share, double and half up to 10 objects <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ▪ Begin to compose and decompose shapes within practical activities 	<p>Number (ELG)</p> <ul style="list-style-type: none"> ▪ Have a deep understanding of number to 10, including the composition of each number ▪ Subitise (recognise quantities without counting) up to 5 ▪ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>Numerical Pattern (ELG)</p> <ul style="list-style-type: none"> ▪ Verbally count beyond 20, recognising the pattern of the counting system ▪ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ▪ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally <p>Shape, Space & Measure (Non-ELG)</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ▪ Compose and decompose shapes within practical activities ▪ Continue, copy and create more complex repeating patterns ▪ Compare length, height, weight and capacity ▪ Measure and compare short periods of time

<ul style="list-style-type: none"> ▪ Continue, copy and create repeating patterns <ul style="list-style-type: none"> ⇒ <i>Talk about pattern ... repeat, next, before, after, in between</i> ▪ <i>Begin to</i> compare length, weight and capacity <ul style="list-style-type: none"> ⇒ <i>Order 2-3 items by length / weight ... heavier/est, lighter/est, longer/est, shorter/est</i> 	<ul style="list-style-type: none"> ▪ Continue, copy and create repeating patterns ▪ Compare length, height, weight and capacity <ul style="list-style-type: none"> ⇒ <i>Order 2-3 items by capacity and height</i> ▪ <i>Begin to</i> order and sequence familiar events <ul style="list-style-type: none"> ⇒ <i>Become familiar with a clock face and hands</i> ⇒ <i>Measure short periods of time</i> 	
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Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

People, Culture and Communities

Additional OM checkpoint – Around the age of 3: Does the child notice differences between people? Do they see themselves as a different person?

The Natural World

Additional OM checkpoint – Around the age of 3: Is the child interested in exploring their immediate environment, indoors and outdoors?

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Past and Present</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> make sense of their own life history <ul style="list-style-type: none"> ⇒ <i>When I was a baby baby / new / grow</i> ⇒ <i>The people in my family family / brother / sister</i> ⇒ <i>My birthday birthday / party / presents</i> ⇒ <i>Christmas time ...</i> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> show an interest in different occupations <ul style="list-style-type: none"> ⇒ <i>People who help us: Doctor / Nurse / doctor / nurse / hospital</i> ⇒ <i>People who help our pets: Vets ... vets / pets</i> ▪ Notice differences between people <ul style="list-style-type: none"> ⇒ <i>Babies and children (similarities / differences) ... body parts, hair colour ...</i> <p>The Natural World</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> use <i>some</i> senses in hands on exploration of natural materials <ul style="list-style-type: none"> ⇒ <i>Getting to know new outdoor learning space</i> ▪ <i>Begin to</i> explore collections of materials with similar and/or different properties. <ul style="list-style-type: none"> ⇒ <i>Autumn collection leaves, pine cones, conkers, twigs ...</i> ▪ Talk about what they see, <i>beginning to</i> use a wider vocabulary ▪ Explore how things work <ul style="list-style-type: none"> ⇒ <i>My favourite toy toy / push / pull / bend</i> ⇒ <i>Party objects / Christmas decorations ...</i> ▪ <i>Begin to</i> explore and talk about different forces they can feel <ul style="list-style-type: none"> ⇒ <i>Push and pull toys push / pull</i> ▪ <i>Begin to</i> understand the need to respect and care for the natural environment <ul style="list-style-type: none"> ⇒ <i>Nursery outdoor learning space</i> ▪ <i>Begin to</i> develop interest in linked texts, fiction and non-fiction, and sources of technological information 	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Make sense of their own life history <p>People, Culture and Communities</p> <ul style="list-style-type: none"> ▪ <i>Continue to</i> show an interest in different occupations ▪ <i>Begin to</i> develop positive attitudes about the differences between people ▪ Participate in visits <p>The Natural World</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> use all their senses in hands on exploration of natural materials ▪ <i>Begin to</i> explore collections of materials with similar and/or different properties. ▪ Talk about what they see, <i>continuing to</i> use a wider vocabulary ▪ <i>Begin to</i> understand the need to respect and care for the natural environment ▪ <i>Begin to</i> know that there are different countries in the world ▪ Explore how things work ▪ <i>Begin to</i> explore and talk about different forces they can feel ▪ <i>Begin to</i> develop interest in linked texts, fiction and non-fiction, and sources of technological information 	<p>Past and Present</p> <ul style="list-style-type: none"> ▪ Make sense of their own life history ▪ <i>Begin to</i> make sense of family's history <p>People, Culture and Communities</p> <ul style="list-style-type: none"> ▪ Show interest in different occupations ▪ <i>Continue to</i> develop positive attitudes about the differences between people ▪ Participate in visits <p>The Natural World</p> <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. ▪ Talk about what they see, using a wide vocabulary. ▪ Plant seeds and care for growing plants. ▪ Understand the key features of the life cycle of a plant and an animal. ▪ <i>Begin to</i> understand the need to respect and care for all living things. ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ▪ Explore how things work. ▪ Explore and talk about different forces they can feel ▪ Talk about the differences between materials and changes they notice

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Past and Present

Additional OM checkpoint – Around the age of 4: Is the child beginning to show interest in their life-story and family history?

People, Culture and Communities

Additional OM checkpoint – Around the age of 4: Can the child talk about difference between themselves and adults, and between themselves and their peers? Do they view themselves as part of their school community, and communities outside of school?

Additional OM checkpoint – Around the age of 4: Is the child interested in exploring and differentiating between the outdoor and indoor environment?

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
<p>Past and Present</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history <i>Begin to</i> comment on images of familiar situations in the past <ul style="list-style-type: none"> <i>When Mum and Dad were little ... past, history, long ago</i> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community <ul style="list-style-type: none"> <i>Describe family members ... grandparent, older, younger</i> <i>Understand that there are many different types of families ...parent, step-sister / brother / mum / dad, similar, different</i> Name and describe people who are familiar to them <ul style="list-style-type: none"> <i>People in their local / school community... site manager, office manager, lolly pop person, shop keeper</i> <i>Begin to</i> understand that some places are special to members of their community <ul style="list-style-type: none"> <i>Talk about special places they go with their family... places of worship visited by children</i> <i>Begin to</i> recognise that people have different beliefs and celebrate special times in different ways <ul style="list-style-type: none"> <i>Understand how different people celebrate birthdays</i> <i>Develop a knowledge and awareness of other festivals ... Harvest, Diwali, Christmas</i> <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them <ul style="list-style-type: none"> <i>Leaves □ sort by shape/size □ begin to identify some local tree species ... nature, natural</i> Describe what they see, hear and feel whilst outside 	<p>Past and Present</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and other countries <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them <i>Continue to</i> develop interest in linked texts, fiction and non-fiction, and sources of technological information 	<p>Past and Present</p> <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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <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.

<p>⇒ <i>Leaf shape, size & colour... shape and colours words</i> <i>e.g. long, spiky, gold, rust, orange</i></p> <ul style="list-style-type: none">▪ Understand the effect of changing seasons on the natural world around them⇒ <i>Observe / talk about changing □ seasons ... season, summer, autumn, winter □ changes in autumn ... temperature, change, hibernation, darker, weather, wind</i>▪ <i>Continue to</i> develop interest in linked texts, fiction and non-fiction, and sources of technological information		
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7.7 Expressive Arts and Design • Creating with Materials • Being Expressive and Imaginative

Birth to Three Observation Checkpoints *Used to assess if child is on track at Nursery baseline – taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Creating with Materials

Additional OM checkpoint – Around the age of 3: Is the child interested in making? Do they understand that materials and tools can be used to make something? This may be at the creative table, or elsewhere in the environment, including outside or at the transient art space.

Being Expressive and Imaginative

Additional OM checkpoint – Around the age of 3: Is the child interested in music, dance, movement, painting, drawing or transient art? Is the child engaging in pretend play, indoors or outdoors?

Learning Priorities for Nursery

Autumn	Spring	Summer
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> explore different materials and textures <ul style="list-style-type: none"> ⇒ <i>Free exploration – collage</i> ⇒ <i>Introduction to glue to join ... spread / press</i> ▪ Create: □ lines □ circles <ul style="list-style-type: none"> ⇒ <i>Range of different media</i> ▪ Explore printing ... <i>printing / down / up / still</i> <ul style="list-style-type: none"> ⇒ <i>Hands / fingers / feet</i> ⇒ <i>Leaves</i> ▪ Create enclosed shapes to represent self (range of media) <ul style="list-style-type: none"> ⇒ <i>Body / Face ... key features / circle / line</i> ▪ <i>Begin to</i> explore colour <ul style="list-style-type: none"> ⇒ <i>Free exploration</i> ⇒ <i>Self-portraits</i> ⇒ <i>Autumn / Christmas</i> <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> take part in pretend play <ul style="list-style-type: none"> ⇒ <i>Imitate home experiences (home corner)</i> ⇒ <i>Imitate life experiences linked to different seasons</i> ⇒ <i>Celebrations: Birthday party ... cards / presents</i> ▪ <i>Begin to</i> create own small world scenes <i>linked to interest</i> ▪ <i>Begin to</i> create simple stories using small world <ul style="list-style-type: none"> ⇒ <i>Imitate own experiences (my home / nursery)</i> ⇒ <i>Autumn walk ... people, trees, animals ...</i> ▪ Listen with increased attention to sounds <ul style="list-style-type: none"> ⇒ <i>Tune into body percussion sounds ... body parts</i> ⇒ <i>Begin to move to a steady beat ... beat / march ...</i> ▪ Sing and remember some simple rhymes and songs ▪ Play instruments with increasing control <ul style="list-style-type: none"> ⇒ <i>Free exploration of musical instruments</i> ⇒ <i>Learn to play: □ tapping □ banging □ shaking</i> 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Explore different materials freely and <i>begin to</i> develop own ideas about how to use them and what to make ▪ <i>Continue to</i> explore different textures ▪ <i>Begin to</i> join different materials ▪ <i>Begin to</i> create closed shapes to represent objects ▪ <i>Begin to</i> draw with increasing detail ▪ Use drawing to represent ideas like movement ▪ <i>Begin to</i> show different emotions in drawings and paintings, like happiness, sadness, fear etc. ▪ <i>Begin to</i> explore colour mixing. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> ▪ <i>Begin to</i> respond to what they have heard, expressing their thoughts and feelings. ▪ <i>Begin to</i> remember and sing entire songs. ▪ <i>Begin to</i> sing the pitch of a tone sung by another person ('pitch match'). ▪ <i>Begin to</i> sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ▪ Play instruments with increasing control to express their feelings and ideas. ▪ Take part in simple pretend play and <i>begin to</i> use an object to represent something else ▪ <i>Begin to</i> develop complex stories using small world equipment ▪ <i>Begin to</i> make imaginative and complex 'small worlds' 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Develop their own ideas and decide which materials to use to express them ▪ Explore different textures ▪ Join different materials ▪ Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ▪ Draw with increasing complexity and detail ▪ Use drawing to represent ideas like movement or loud noises. ▪ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ▪ Explore colour and colour mixing. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> ▪ Respond to what they have heard, expressing their thoughts and feelings. ▪ Remember and sing entire songs. ▪ Sing the pitch of a tone sung by another person ('pitch match'). ▪ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ▪ Play instruments with increasing control to express their feelings and ideas. ▪ Create their own songs, or improvise a song around one they know ▪ Take part in simple pretend play using an object to represent something else even though they are not similar ▪ Develop complex stories using small world equipment Make imaginative and complex 'small worlds'

Nursery Observation Checkpoints *Used to assess throughout Nursery and at baseline for Reception new starter pupils– taken from Development Matters (DfE, 2021) with additional Old Moat checkpoints.*

Creating with Materials

Additional OM checkpoint – Around the age of 4: Is the child exploring materials freely? Are they interested in joining materials? Are they keen on transient art, construction, shape play, drawing or painting? Is the child interested in colour mixing?

Being Expressive and Imaginative

Additional OM checkpoint – Around the age of 4: Is the child taking part in simple pretend play? Can the child retell or add to stories through art, small world play or role play?

Learning Priorities for Reception

Autumn	Spring	Summer (ELGs)
<p>Creating with Materials</p> <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in drawings and paintings <i>Continue to</i> explore colour and colour mixing. Safely use and explore a variety of materials and tools Explore new techniques Talk about new creations <i>Begin to</i> return to and build upon previous learning <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> Take part in simple pretend play <ul style="list-style-type: none"> ⇒ <i>Family / play date role play ... role, pretend, imagine</i> <i>Begin to</i> develop complex stories using small world equipment <i>Begin to</i> develop storylines in their pretend play – <i>including those linked to focus text ... story language, character, beginning, middle, end</i> <i>Begin to</i> listen attentively, move to and talk about music, expressing their feelings and responses <ul style="list-style-type: none"> ⇒ <i>How does the music make me feel? ... emotions vocabulary (see PSE)</i> <i>Begin to</i> watch and talk about dance and performance art <ul style="list-style-type: none"> ⇒ <i>What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i> ⇒ <i>Watch live music / dance performances linked to festivals ... perform, celebrate, audience, musician, dancer</i> Sing in a <i>group or on their own</i> <ul style="list-style-type: none"> ⇒ <i>Engage in circle and partner songs</i> ⇒ <i>Begin to make own verse for familiar song</i> <i>Begin to</i> explore and engage in music making and dance <ul style="list-style-type: none"> ⇒ <i>Invent and dance / play music to show different emotions ... emotions vocabulary (see PSE)</i> 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Explore and use a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. 	<p>Creating with Materials</p> <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 <p>Being Expressive and Imaginative</p> <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