

# Chandlers Ridge Academy

## Assessment

### Early Years Curriculum 2023/24

From the beginning of Nursery to the end of Reception



Providing a quality and challenging curriculum which ensures that our children are ready for the demands of Year 1 and beyond

## Communication and Language

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

### Nursery (Six terms)

Listening and attention, Understanding, Speaking	
Autumn 1	Chandlers Ridge Ready
<p><b>LA-</b> Can find it difficult to pay attention to more than one thing at a time.</p> <p><b>U-</b>Understands use of objects (e.g. which one do we cut with?)</p> <p><b>S-</b>Can retell a simple past event in correct order (e.g. went down slide hurt finger)</p> <p><b>S-</b>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</p>	<p>Children will listen to stories and begin to show an understanding of what they have heard. The period of which the child is engaged in the story will increase over time.</p> <p>Children will come into Nursery with a good understanding of what the different tools are used for within the different areas</p> <p>Children will be able to simply tell adults about what they have been doing, how they got hurt, things they have done at home, using few words and some gestures.</p> <p>At times children will make errors with language, adults will model correct use of English to the children enabling them to absorb and extend their vocabulary.</p>

Autumn 2	Chandlers Ridge Ready
<p><b>LA-</b>Listens to familiar stories with increasing attention and recall</p> <p><b>LA -</b>Listens to others in one-to-one or small groups, when conversation interests them</p> <p><b>S-</b> Sing a repertoire of songs</p> <p><b>S-</b>Uses talk to explain what is happening and anticipate what might happen next</p>	<p>Children enjoy and listen to familiar and favourite stories, beginning to join in with repeated refrains and talking about characters, settings, etc.</p> <p>Children enjoy group discussions talking about their own experiences, e.g. birthdays, Christmas, family events, Nursery visits. Children begin to use the correct language when talking about the past.</p> <p>Children will join in with small group and one to one conversation when the topic interests them, e.g. talking about their home life, favourite toys, stories they have</p>

	enjoyed listening to.
Spring 1	Chandlers Ridge Ready
<p>LA-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>S- Use a wider range of vocabulary</p> <p>S- Use longer sentences of four to six words to communicate to peers and adults</p> <p>U- Understand a question or instruction that has two parts such as “line up then wash your hands”</p>	<p>Children enjoy creating and using everyday objects as props to support their role-play games</p> <p>Children enjoy talking about and sharing happy experiences and interests, using intonation to express their feelings and meaning.</p> <p>Children will be able to listen to instructions that require them to complete a more complex task of 2 or 3 actions for example wash your hands then line up for fruit and snack.</p>
Spring 2	Chandlers Ridge School Ready
<p>LA- Enjoy listening to longer stories and can remember much of what happens</p> <p>U- Understand a question or instruction that has two parts such as “line up then wash your hands”</p> <p>S- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p>S-Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>S- Beginning to use longer, more complex sentences to link thoughts.</p>	<p>Children will be able to sit for a longer period of time listening to and enjoying a longer story. Children will use their recall skills to talk about what has happened in the story.</p> <p>Children will be able to hold longer conversations with both their peers and the adults within nursery. The language they use will reflect their experiences within nursery and at home. The children will be beginning to use different tenses and link sentences together by using words such as ‘and’.</p>
Summer 1	Chandlers Ridge School Ready
<p>LA-Is able to follow directions (if not intently focused)</p> <p>U-To develop communication, building on their ability to use tenses.</p> <p>S-Use talk to organise themselves and their play.</p> <p>S-Builds up vocabulary that reflects the breadth of their experiences</p>	<p>Children will have a strong ability to communicate with others and other people will have a good understanding of what the child is saying. Children will be able to express themselves and their needs in a clear manor.</p> <p>The children will be communicating well during play. They will be able to initiate conversations and extend the play by inviting others to join them and continue the game whilst expressing their ideas and listening to that of others.</p> <p>Children will be using a wide range of vocabulary, that demonstrates their use of new unfamiliar words (which will be used in the correct context) that they have learnt within nursery or at home.</p>

Summer 2	Chandlers Ridge School Ready
<p><b>U-Beginning to understand why and how questions</b></p> <p><b>S-Questions why things happen and gives explanations. Asks e.g. who, what, when, how</b></p> <p><b>S- Express a point of view &amp; debate when they disagree</b></p>	<p>Children have deeper discussions about how and why, explaining their own knowledge and using vocabulary that reflects what they have learnt during their time in Nursery and at home.</p>

## Reception

Early Learning Goal: Communication and Language: Speaking	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Look at and listen carefully to the person they are speaking to.</li> <li>• Begin to learn new vocabulary – identified through subject planning e.g.</li> <li>• Wait for their turn to speak and respond appropriately</li> <li>• Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported</li> <li>• Begin to develop their own narratives</li> <li>• Begin to connect one idea or action to another using a range of connectives – and, then</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen</li> <li>• Learn and recites a nursery rhyme/song</li> <li>• Uses a variety of language in play and role play to recreate situations</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Follow simple instructions</li> <li>• Begin to share own experiences and news</li> </ul>
<p><b>R= By the end of the Spring Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Uses new taught vocabulary in context</li> <li>• Connect one idea or action to another using a range of connectives – and, then, but, that</li> <li>• Describe events in some detail</li> <li>• Articulate their ideas and thoughts in well-formed sentences – use complete sentences in their everyday talk</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen</li> <li>• Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> <li>• Learn rhymes, poems and songs – nursery rhyme, poem, rap, story, song</li> <li>• Introduces a narrative or story line in their play</li> </ul>	<ul style="list-style-type: none"> <li>• Use new vocabulary in play and in adult led tasks.</li> </ul>
<p><b>R+ By the end of the Summer Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Confidently and frequently join in with small group, class and one-to-one discussions, offering their own ideas in a clear voice</li> <li>• Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult</li> <li>• Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and participate in assemblies and performances</li> </ul>

<ul style="list-style-type: none"> <li>• Confidently describe events in detail and the correct chronological order. Connect one idea or action to another using a range of connectives – and, then, but, that, so that, because</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations, e.g., so that, because, I think it’s, you could, it might be...</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Can appropriately Learn and recite rhymes, poems and songs – nursery rhyme, poem, rap, story, song</li> </ul>	
<p><b>Early Learning Goal: Communication and Language: Speaking</b>  Children at the expected level of development will:  Join in with small group, class and one-to-one discussions, offering their own ideas, using their newly learnt vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary.  Offer explanation for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	

<b>Early Learning Goal: Communication and Language: Listening, Attention and Understanding</b>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities.</li> <li>• Beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how).</li> <li>• Responds to two and progressively multiple step instructions.</li> <li>• Able to talk ‘with’ and not just ‘to’ a peer</li> </ul> <p>Respond to questions from an adult as part of a conversation</p>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Listen to their friends share news and experiences</li> </ul>
<p><b>R= By the end of the Spring Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props</li> <li>• Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme.</li> <li>• Able to recall simple stories and develop comprehension of story events. Able to listen attentively and talk about the content of non-fiction books</li> </ul> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<ul style="list-style-type: none"> <li>• Listen to visitors/specialised teachers</li> </ul>
<p><b>R+ By the end of the Summer Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Able to listen attentively, for a sustained period (group or class)</li> <li>• Able to respond to what they hear by asking relevant questions, comments and or actions.</li> <li>• Able to generate and ask questions to clarify understanding.</li> <li>• Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>• Able to engage actively in conversation by contributing effectively</li> <li>• Understands a range of complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Able to listen attentively to books read to them.</li> <li>• Listen in whole school concerts, assemblies and shows</li> </ul>
<p><b>Early Learning Goal: Communication and Language: Listening, Attention and Understanding</b>  Children at the expected level of development will:  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>	

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Nursery (six terms)

Gross Motor Skills and Fine Motor Skills	
Autumn 1	Chandlers Ridge Ready
<p><b>GM</b>- runs safely on one foot</p> <p><b>GM</b> - Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p><b>FM</b> - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p> <p><b>FM</b> - Holds mark-making tools with thumb and all fingers</p>	<p>Children will be beginning to access the outside area, building and completing assault courses, developing their ball skills and moving around in various ways.</p> <p>Children will be travelling around whilst becoming more aware of what is around them.</p>
Autumn 2	Chandlers Ridge Ready
<p><b>GM</b>-Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</p> <p><b>GM</b>-Creates lines and circles pivoting from the shoulder and elbow</p> <p><b>SH</b>- Be increasingly independent as they get dressed and undressed</p> <p><b>FM</b> - May be beginning to show preference for dominant hand and/or leg/foot</p>	<p>Children are able to independently wash and dry their hands showing an understanding of when they need to do this, before eating a snack and after they have been to the toilet. Children are beginning to develop their independence and are having a go at dressing themselves, requiring less support when putting on their coats.</p> <p>Children use gross motor movements and are able to create circles and lines copying an adult</p>

Spring 1	Chandlers Ridge Ready
<p><b>GM</b>-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>FM - Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>FM – Use a comfortable grip with good control when using one handed tool.</p>	<p>When running around outside children will be able to manage their own risk and be mindful of other children and obstacles.</p>
Spring 2	Chandlers Ridge School Ready
<p><b>GM</b>-Start taking part in some group activities which they make up for themselves, or in a team</p> <p><b>FMS</b>-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, toothbrush, scarves or ribbons</p> <p>FM – static tripod grip</p> <p>GM -Collaborate with others to manage large items, such as moving a long plank, carrying large hollow blocks.</p>	<p>Children will work closely together to help one another to build and invent games that require the use of large-scale items such as creating an obstacle course. They will demonstrate that they are able to select the correct resources to help them to complete a challenge safely.</p> <p>Children will begin to use one handed tools like scissors with increasing control.</p>
Summer 1	Chandlers Ridge School Ready
<p><b>GM</b>- Match their developing physical skills to tasks and activities in the setting</p> <p><b>FM</b>: Dynamic tripod grip</p> <p><b>GM</b>: Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Children will be able to move their bodies in a variety of ways to match the activity or game. Children will be demonstrating their ability to hop, skip and balance safely.</p>
Summer 2	Chandlers Ridge School Ready
<p><b>GM</b>- Choose the right resources to carry out their own plan.</p> <p><b>FM</b>: Dynamic tripod grip</p> <p><b>P</b>: Are increasingly able to use and remember sequences and patterns of movements</p> <p><b>SH</b>: Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Children will be demonstrating their knowledge of tools and how to choose the correct tool for the activity-for example using a spade/shovel to dig larger holes and using smaller scoops/trowels to make smaller holes.</p> <p>Children will show increasing control when using items such as pencils or crayons to mark make.</p> <p>Children will be able to talk about what foods are healthy and why we need them.</p>

## Reception

Early Learning Goal: Physical: Gross Motor Skills	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Experiment in moving in different ways-rolling, walking, running and skipping, crawling, jumping, hopping and climbing</li> <li>• Be aware of people around them</li> <li>• Work together safely to move equipment safely such as planks, crates and large blocks outside</li> <li>• Being able to make large muscle movements with control.</li> <li>• Confidently use a range of large apparatus indoors and outside, alone and in a group</li> <li>• Explore a range of ball skills including: throwing, catching, kicking, passing and batting</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Run and jump in different ways.</li> <li>• Be aware of the space and people around them.</li> <li>• Climb confidently on apparatus</li> <li>• Respond to the instruction “To Stop” when playing games</li> </ul>
<p><b>R= By the end of the Spring Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Revise the fundamental movement skills of rolling, walking, running and skipping, slithering, shuffling, rolling, crawling, jumping, hopping and climbing</li> <li>• To be able to throw and catch a large ball,</li> <li>• Kick, roll, push and pull objects with control</li> <li>• Confidently use a range of large and small apparatus indoors</li> <li>• Travels with confidence around, under, over and through balancing/climbing equipment</li> <li>• Beginning to develop an overall body strength, coordination, balance and agility</li> <li>• Develop a range of ball skills: throwing, catching, kicking, passing, batting and aiming.</li> <li>• Shows an understanding of safety begins to take action</li> </ul>	<ul style="list-style-type: none"> <li>• Know why we warm up and cool down</li> <li>• Stretch in different ways</li> <li>• Recognise some changes in their body during exercise</li> <li>• Participate in games using dance, gymnastics, sports and athletics skills.</li> <li>• Able to make own risk assessments</li> </ul>
<p><b>R+ By the end of the Summer Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>• Explore a range of equipment and use appropriately and safely</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> <li>• Choose and use the most appropriate equipment for a game or task</li> <li>• Able to play a game, understanding simple rules in pairs or small groups</li> <li>• Combine different movements with ease and fluency</li> <li>• Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>• Practise some appropriate safety measures</li> </ul> <p><b>Early Learning Goal: Physical Development: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<ul style="list-style-type: none"> <li>• Throw under arm</li> <li>• Throw at a target</li> <li>• Travel in different ways including sideways and backwards</li> <li>• Balance with control</li> <li>• Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</li> </ul>
<p><b>Early Learning Goal: Physical: Gross Motor Skills</b></p> <p>Children at the expected level of development will:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	



Early Learning Goal: Physical: Fine Motor Skills	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Draw lines and circles using anti-clockwise movements.</li> <li>• Make snips using scissors.</li> <li>• Use a fork and spoon to eat with and begin to use a knife.</li> <li>• Put on their own coat and fasten their zip with some adult support.</li> <li>• Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc.</li> <li>• Remain dry and clean throughout the day.</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Hold and use a toothbrush correctly.</li> </ul>
<p><b>R= By the end of the Spring Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Begin to use a range of tools with more accuracy e.g. pencils, brushes, scissors, tweezers</li> <li>• Beginning to use a dominant hand.</li> <li>• Begin to draw recognisable pictures.</li> <li>• Begin to use a knife to cut their food.</li> <li>• Confidently and safely use large and small apparatus outside.</li> <li>• Write their full names forming the letters correctly</li> <li>• Form recognisable letters</li> </ul> <p>Go to the toilet independently and wash their hands</p>	<ul style="list-style-type: none"> <li>• Write full name using school handwriting rhymes.</li> <li>• Use a knife and fork more independently to cut up easier foods</li> </ul>
<p><b>R+ By the end of the Summer Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively and with good control- using the tripod grip in almost all cases.</li> <li>• Have a preference for a dominant hand, consistently.</li> <li>• Form recognisable letters, most of which are correctly formed.</li> <li>• Use scissors correctly to cut around a picture along the lines.</li> <li>• Uses cutlery effectively including cutting their food with a knife and fork.</li> <li>• Show more accuracy and care when drawing.</li> <li>• Dress themselves including fastening, zips and buttons</li> </ul>	<ul style="list-style-type: none"> <li>• Form letters correctly using the school's phonics and handwriting schemes.</li> <li>• Draw recognisable pictures with more detail</li> <li>• Use cutlery with increasing independence to cut all food.</li> <li>• Use a mouse on a computer to draw simple shapes and pictures.</li> </ul>
<p><b>Early Learning Goal: Physical Development: Fine Motor Skills</b></p> <p>Children at the expected level of development will:</p> <p>Be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Be able to use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p>	

## Personal, Social and Emotional Development

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

### Nursery (six terms)

Building relationships, Managing Self, Self-Regulation	
Autumn 1	Chandlers Ridge Ready
<p><b>BR</b>-Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p><b>I&amp;R</b>- Select and use activities and resources, with help when needed.</p> <p><b>MS</b>-Can wash and dry hands effectively and understands why this is important</p> <p><b>SR</b>-Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p>	<p>Children begin to happily come into Nursery and leave their parent/ carer, becoming more confident and outgoing within the nursery setting.</p> <p>Children begin to follow the Nursery routine, help tidy, sit and listen during appropriate times</p> <p>Children are confident to come to an adult and tell them when they need help or support.</p> <p>Children begin to follow the rules and routines during toothbrushing</p>
Autumn 2	Chandlers Ridge Ready
<p><b>BR</b>-Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p><b>MS</b>-Enjoys a sense of belonging through being involved in daily tasks</p> <p>-talk about how they are feeling.</p> <p><b>PWO</b>- Play with one or more other children, extending and elaborating play ideas.</p>	<p>Children enjoy carrying out simple tasks, putting toys away, selecting resources, helping adults</p> <p>Children begin to form a special friendship with another child.</p> <p>Children are beginning to understand how they are feeling and what has caused them to feel that way.</p>
Spring 1	Chandlers Ridge Ready

<p><b>BR-</b> Increasingly follow rules, understanding why they are important.</p> <p><b>MS-</b>Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants</p> <p><b>MS</b> - Willing to try a range of different textures and tastes and expresses a preference</p> <p><b>SC-</b> Show more confidence in new social situations.</p>	<p>Children are beginning to be able to share resources and toys with others with support from an adult</p> <p>Children are aware of the rules and boundaries in Nursery following them most of the time with support for an adult</p> <p>Children are willing to try the different foods that they bake and cook in Nursery and talking about their likes and dislikes</p>
Spring 2	Chandlers Ridge School Ready
<p><b>BR-</b> Do not always need an adult to remind them of a rule.</p> <p><b>PWO-</b> Play with one or more other children, extending and elaborating play ideas.</p> <p><b>SR-</b>Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others’ feelings</p> <p><b>MS-</b>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once its fastened at the bottom</p>	<p>Children are beginning to understand why they make the choices they make and why it was the right choice.</p> <p>Children are beginning to be able to share resources and toys with others. Children are able to extend their play through talk.</p> <p>Children are able to work together as a group or team when building/ playing games.</p>

Summer 1	Chandlers Ridge School Ready
<p><b>PWO-</b>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p><b>IR-</b> Develop their sense of responsibility and membership of a community</p> <p><b>BR-</b> Increasingly follow rules, understanding why they are important.</p> <p><b>MS</b> - Children are beginning to become independent when dressing, putting on their own coat, jumper. Children can independently put on their wellies and attempt to put on their shoes.</p>	<p>Children happily come into Nursery and leave their parent/ carer</p> <p>Children can follow the Nursery routine, help tidy, sit and listen during appropriate times.</p> <p>Children are beginning to solve conflict with others by talking through their problems and asking an adult for a support when needed.</p> <p>Children will have the ability to make the right choices and have a good understanding of why they need to make the right choices.</p> <p>Children are polite and friendly when meeting new people</p>
Summer 2	Chandlers Ridge School Ready

<p>F- Begin to understand how others might be feeling.</p> <p>F- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>MS - Children are beginning to become independent when dressing, putting on their own coat, jumper. Children can independently put on their wellies and attempt to put on their shoes.</p>	<p>Children will be demonstrating friendly behaviour and using talk to overcome any conflicts that may arise. They will be learning how their choices and behaviour affects others and begin to make choices that will have a positive effect on their peers.</p> <p>Children will be able to tell you the things that make them happy or sad and look to an adult for support when they feel worried or unhappy.</p>
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## Reception

<p><b>Early Learning Goal: PSED: Self-Regulation</b></p>	
<p><b>R- By the end of the Autumn term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Able to approach an adult if they feel upset about something, seek emotional support for themselves and to ask for there needs to be met</li> <li>• Wait for their turn for resources</li> <li>• When completing a task ensure that the task is completed which could include reminders and wait for an adult before moving on</li> <li>• Know the teachers cue for attention and follow the expectations associated with this. Give reminders where needed.</li> <li>• Follow simple one step instructions e.g. time to tidy your area</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Talk about their emotions</li> <li>• School behaviour policy- Discuss and model class rules –Be Ready, Be Respectful, Be Safe, Speak out, Stay Safe</li> <li>• Hands up to ask an adult</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Be aware of emotional support requirements for others and begin to understand the effect that they can have on others emotions</li> <li>• Begin to listen to other children or groups and wait to have their turn to speak</li> <li>• Begin sharing with their peers with support of adults</li> <li>• Stay and complete the task without reminders for a given amount of time</li> <li>• Follow the cue for attention and follow the expectations associated with this.</li> <li>• Follow simple two step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Practise calming breathing – Jigsaw</li> <li>• Follow the school rules 'Be Ready, Be Respectful, Be Safe' and refer to them when discussing behaviour and incidents</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Regulate own behaviours in order to find solutions to conflicts and rivalries</li> <li>• Begin to manage their feelings and tolerate situations in which their wishes cannot be me</li> <li>• To complete a short task that they may set for themselves</li> <li>• Follow instructions involving several ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use Characteristics of Effective Learning in their independent learning.</li> <li>• School behaviour policy- Follow and understand class rules –Be Ready, Be Respectful, Be Safe</li> <li>• Decide when to interrupt or to seek support from elsewhere</li> </ul>
<p><b>Early Learning Goal: PSED   Self-Regulation</b></p> <p>Children at the expected level of development will:</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>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>	

Early Learning Goal: PSED: Managing self	
<p><b>R- By the end of the Autumn term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Able to separate from their main carer happily and come into school independently.</li> <li>• Can take coat on and off and hang it up on their own peg.</li> <li>• Learn and follow the school rules and routines such as lunchtime, outdoors, in the classroom.</li> <li>• Can communicate their need to go to the toilet, or when asking for help</li> <li>• Can select the resources they need</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Begin to brush teeth</li> <li>• Be aware of new routines in Reception</li> <li>• Identify ways of keeping clean.</li> <li>• Identifying main body parts.</li> <li>• Identify and discuss how to keep safe.</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Open to trying new activities and giving new experiences a go.</li> <li>• Describe what they are good at</li> <li>• Have a clear idea what they want to play</li> <li>• Understand why we need rules and how they help to- keep us safe.</li> <li>• Put on coat and fasten, put on shoes and take off jumpers independently etc</li> <li>• Looking after their clothes and belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Put jumpers/cardigans in trays/bags when they have been taken off.</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Maintain focus for a longer period of time</li> <li>• Be aware their actions have consequence for their actions.</li> <li>• Can say what they have done wrong and why.</li> <li>• Regulate own behaviours in order to find solutions to conflicts</li> <li>• Communicate their interests and opinion in small groups or to an adult</li> <li>• Show an understanding of why exercise is important</li> <li>• Able to compare two items of food and explain why one is better than the other for our bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Know why we brush our teeth and wash hands</li> <li>• Follow school tooth brushing routine</li> <li>• Know what foods are bad for our teeth.</li> <li>• Know why we need to warm up and why we need healthy food for energy and to keep our bodies healthy</li> </ul>
<p><b>Early Learning Goal: PSED   Managing self</b>  Children at the expected level of development will:  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  Explain the reason for rules, know right from wrong and try to behave accordingly  Manage their own basic needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	

Early Learning Goal: PSED: Building Relationships	
<p><b>R- By the end of the Autumn term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Can work alongside peers, sometime interacting but consumed in own agenda</li> <li>• Interact with peers</li> <li>• Can separate from an adult when entering school without distress</li> <li>• Has at least one friend whom they chose to play alongside</li> <li>• Able to approach an adult if they feel upset about something, seek emotional support for themselves.</li> <li>• Able to put their hand up and not shout out when wanting to contribute.</li> <li>• Gain attention through words and gesture</li> <li>• Communicate about home and family</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Begins to shares news about their family and home.</li> <li>• Comes into school and can put bag and coat and begin their morning task independently.</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Can work with another child to complete a task, whether child led or adult</li> <li>• Interact with friends sometimes leading the play but also coping when the play is led by other children.</li> <li>• Adults may resolve conflict issues</li> <li>• Work with adults familiar to them in the setting to complete tasks</li> <li>• Has a friendship group and willing to work with peers</li> <li>• Understand the effect that they can have on others emotion</li> <li>• Comfort others</li> <li>• Start to listen to other children and wait to have their turn to speak</li> <li>• Start initiating and negotiating with regard to sharing with their peers</li> <li>• Recognise they are part of a family, community, social group</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary linked to emotions and relationships</li> <li>• Understand that actions have consequences.</li> <li>• Discuss positive and negative feelings and how to deal with them.</li> <li>• Discuss how to show feelings.</li> <li>• Build positive friendships and relationships</li> <li>• Coping with tricky situations</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Can work with another child to complete a task, whether child led or adult directed with little direction needed from an adult</li> <li>• Can play alongside others cooperating, taking turns and can solve conflict if arises</li> <li>• Will initiate and respond to conversations from unfamiliar adults</li> <li>• Has a friendship group within the setting but sometimes chooses to work alongside others</li> <li>• Regulate own behaviours in order to find solutions to conflicts and compromise</li> <li>• Able to regulate themselves to wait until what they want is available, even if this means self-distraction for the interim period</li> </ul> <p><b>Early Learning Goal: PSED   Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and others needs</li> </ul>	<ul style="list-style-type: none"> <li>• Follow class and outdoor routines and rules</li> <li>• Recognise how families, cultures, and religions differ –to empathise and respect others</li> <li>• School behaviour policy- Follow and understand class rules –Be Ready, Be Respectful, Be Safe</li> </ul>
<p><b>Early Learning Goal: PSED   Building Relationships</b></p> <p>Children at the expected level of development will:</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others needs</p>	

## Literacy

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

## Nursery (six terms)

Comprehension, Word Reading and Writing	
Autumn 1	Chandlers Ridge Ready
<p><b>C</b>– Listens to and joins in with repeated refrains</p> <p><b>WR</b>- To understand print has meaning</p> <p><b>WR</b>- Handles books with care.</p> <p><b>W</b>-Sometimes gives meaning to their drawings and paintings</p>	<p>Children enjoy listening to stories in groups and 1:1</p> <p>Children are beginning to recognise their name (placing their coats on their peg)</p> <p>Children will demonstrate their ability to handle the books with care, turning the pages carefully. Children will be able to tell others the name of their favourite story.</p>
Autumn 2	Chandlers Ridge Ready
<p><b>C</b>–Anticipates key events and phrases in rhymes and stories</p> <p><b>C</b>-Talks about events and principal characters in stories</p> <p><b>C</b>-Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p><b>W</b>-Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>Children join in with daily stories and 1:1/small group- where they can join in and discuss stories in further detail</p> <p>Children will be sharing with others their experiences through play or drawing.</p>
Spring 1	Chandlers Ridge Ready
<p><b>C</b> – children can suggest how the story might end based on prior knowledge and personal experiences.</p> <p><b>P</b> – recognise words with the same initial sound.</p> <p><b>WR</b>-Shows interest in illustrations and words in print and digital books and words in the environment</p> <p><b>W</b>-Includes mark making and early writing in their play. Imitates adults’ writing by making continuous lines of shapes and symbols</p>	<p>Children enjoy listening to and looking at a wide variety of books both in a group and independently</p> <p>Children participate in games and adult lead activities that look at initial sounds of words/objects.</p>

(early writing) from left to right	
Spring 2	Chandlers Ridge School Ready
<p><b>C</b>-Begins to be aware of the way stories are structured, and to tell own stories</p> <p><b>WR</b>-Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p><b>WR</b>-Claps or taps the syllables in words during sound play</p> <p><b>WR</b>- Recognises rhythm in spoken words, songs, poems and rhymes</p> <p><b>WR</b>-Spots and suggests Rhymes.</p> <p><b>W</b>-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Children are beginning to be able to point out when they notice words that rhyme. Children can tell you a simple rhyming pair.</p> <p>Children will enjoy singing simple rhymes and begin to have a go at making up their own rhyming strings.</p> <p>Children begin to form some recognisable letters when attempting to write their name.</p>

Summer 1	Chandlers Ridge School Ready
<p><b>C</b> – children can re-tell stories in their own words.</p> <p><b>WR</b>-Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>WR</b>-Begins to develop phonological and phonemic awareness– Shows awareness of rhyme and alliteration</p> <p><b>W</b>-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	<p>Through ITM learning and live teaching, children are supported with their early writing skills by writing letters, lists, stories, captions, labels, signs etc.</p> <p>Children will be trying to label their work with their names by using their knowledge of marks (swirls, circles, lines, arches etc) to try to form the letters.</p>
Summer 2	Chandlers Ridge School Ready
<p><b>WR</b>-begins to know the different parts of a book.</p> <p><b>WR</b>-Begins to develop phonological and phonemic awareness– recognise words with the same initial sound</p> <p><b>W</b>- Use some of their print and letter knowledge in their early writing</p>	<p>Through ITM learning and live teaching, children are supported with their early writing skills by writing letters, lists, stories, captions, labels, signs etc.</p> <p>Children will be attempting to form recognisable letters when writing their first name.</p> <p>Children will be able to identify the initial sounds of their friend’s names and other</p>



	common objects.
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## Reception

Early Learning Goal: Literacy: Comprehension	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing</li> <li>• Engage in story times and books.</li> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Join in with predictable words, phrases and refrains</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Begin to answer simple questions about a familiar book/text orally</li> <li>• Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end</li> <li>• Identify the main characters in a familiar story/traditional tale</li> <li>• Answer simple retrieval questions</li> <li>• Able to retell/join in with retelling three traditional tales – e.g., Goldilocks and the Three Bears</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Look at books about starting school, ourselves and feelings such as sad and worried.</li> <li>• Answer simple retrieval questions based on what has been read to them/they have read/based on pictures in their books.</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Read and understand simple phrases and sentences – based on their phonic ability</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Join in with and continue predictable words, phrases and refrains</li> <li>• Answer simple questions about a familiar book/text orally</li> <li>• Read and understand phrases and captions – link directly to their phonic knowledge stage of development</li> <li>• Sequence three pictures in order from a familiar story – beginning, middle and end, using narrative language to retell the story</li> <li>• Make predictions about how the story might end and how the story might develop</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the structure of a non-fiction book</li> <li>• Predict what might happen next in a story/how it might end.</li> </ul>

<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation</li> <li>• Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly</li> <li>• Answer simple questions about a familiar book/text</li> <li>• Read and understand more complex captions and sentences</li> <li>• Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story</li> <li>• Make detailed predictions about how the story might end, develop and anticipate key events within the story</li> <li>• Retell/join in with retelling a range of traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>• Know there are different texts such as non-fiction, fiction and poetry</li> <li>• Answer simple inference (why/how) questions about what has been read to them/they have read.</li> </ul>
<p><b>Early Learning Goal: Literacy: Comprehension</b>  Children at the expected level of development will:  Demonstrate understanding of what has been read to me by retelling stories and narratives using my own and recently introduced vocabulary; Anticipate, where appropriate, events in stories;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	

<p><b>Early Learning Goal: Literacy: Word Reading</b></p>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.</li> <li>• Develop their phonological awareness, clap syllables in a word, recognise words with the same initial sound, such as money and mother.</li> <li>• Read individual letters by saying the sounds for them (covered in phonics)</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read a few common exception words matched to the school's phonic programme –Tricky words: the, to, go, no, I, into</li> <li>• Hears and says the initial sound in words</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Phase 2 sounds and tricky words</li> <li>• Handle books and turn pages</li> <li>• Access reading area</li> <li>• Read picture books and begin phonically decodable books</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• To recognise all Phase 2 sounds and some Phase 3 digraphs</li> <li>• To be able to read all Phase 2 and some Phase 3 tricky words</li> <li>• Aware of print and begins to read labels, instructions, signs, envelopes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3 sounds and tricky words</li> <li>• Begin to know the terms digraphs, trigraph and phoneme</li> <li>• Read words in the classroom</li> <li>• Discuss new vocabulary</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Recognise phase 3 digraphs and trigraphs. Know that di/trigraphs are made up of 2/3 letters and are referred to by the names of the letters making one new sound e.g. the letter 'e', 'a' and 'r' (names) make the sound /ear/.</li> <li>• Read phase 3 trick words</li> <li>• Read some Phase 4 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Phase 4 consonant blends</li> <li>• Begin to read some Phase 4 words</li> <li>• Know the terms digraph, trigraph and phoneme</li> </ul>

<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Continues a rhyming string and identifies alliteration</li> </ul>	
<p><b>Early Learning Goal: Literacy   Word Reading</b>  Children at the expected level of development will:  Say a sound for each letter in the alphabet and at least 10 digraphs;  Read words consistent with their phonic knowledge by sound-blending;  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	

<p><b>Early Learning Goal: Literacy: Writing</b></p>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Copy write their first name and begin to write it from memory.</li> <li>• Begin to form lower-case letters correctly as they learn the sounds</li> <li>• Understand that a sentence is a complete thought and it must make sense.</li> <li>• Begin to represent some sounds correctly in their writing e.g initial sounds</li> <li>• Copy write tricky words matched to the school’s phonic programme as they are taught</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Make marks and drawing with increasing control</li> <li>• Know there is a sound symbol relationship</li> <li>• Working on phase 2 phonics</li> <li>• Writing greetings cards, tickets, lists, invitations and labels in play</li> <li>• Use mark making and some recognisable letters in play and teacher led activities</li> <li>• Use word mats to support writing tricky words</li> <li>• Begin to use finger spaces.</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Write first name accurately and from memory using capital letter</li> <li>• Form lower-case letters accurately by copying a model</li> <li>• Write taught digraphs and tri-graphs by copying a model</li> <li>• Write CVC words by segmenting the sounds</li> <li>• Compose a simple sentence orally and hold it with support</li> <li>• Compose a sentence orally and have a go at writing it down</li> <li>• Begin to spell some tricky words matched to the school’s phonic programme as they are taught</li> <li>• Gives meaning to the marks they make as they draw, write and paint</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> </ul>	<ul style="list-style-type: none"> <li>• Working on phase 3 phonics</li> <li>• Record initial sounds</li> <li>• Build words using sounds they hear</li> <li>• Writing captions and sentences with finger spaces</li> <li>• Writing for a purpose –captions posters.</li> <li>• Use writing in play</li> <li>• Write cvc and cvcc</li> <li>• Begin to re-read their sentence to check for sense</li> <li>• Begin to use a capital letter at the start of a sentence and full stop at the end.</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p>	<ul style="list-style-type: none"> <li>• Use some familiar words in their writing</li> </ul>

- Write full name accurately including capital letters
- Form recognisable letters, most of which are correctly formed
- Write some cvc, ccvc or cvcc (linked to phonics)
- Compose a sentence orally and hold it, remembering what they are going to write.
- Write short sentences with words with known sound-letter correspondences, sometimes using a capital letter and full stop.
- Write phase 2 and some Phase 3 tricky words
- Write some high frequency words from memory

- Demonstrate an awareness of phase 3 and 4 in their writing
- Writing for a purpose – eg describe mini beasts
- Show awareness of the different audience for writing.
- Write a short narrative
- Re-read writing to check that it makes sense

**Early Learning Goal: Literacy: Writing**

Children at the expected level of development will:

I can write recognisable letters, most of which are correctly formed;

I can spell words by identifying sounds in them and representing the sounds with a letter or letters;

I can write simple phrases and sentences that can be read by others.

## Mathematics

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

## Nursery (six terms)

Number and Numerical Pattern	Shape, space and measure (not ELG)
Autumn 1	Chandlers Ridge Ready
<p><b>N</b>-Uses some number names and number language within play</p> <p><b>SS&amp;M</b>-Talks about and explores 2-d shapes.</p> <p><b>SS&amp;M</b>- Chooses items based on their shape which are appropriate for the child's purpose</p> <p><b>P</b>-Talk about and identifies the patterns around the</p>	<p><b>N</b>- knows numbers of personal significance – I am 3</p> <p><b>NP</b>- Enjoys joining in with simple counting songs and rhymes</p> <p><b>P</b>-Children will be beginning to notice different patterns in my environment such as patterns on animals, their gloves or other items of clothing.</p>
Autumn 2	Chandlers Ridge Ready

<p><b>NP-</b> Compares two small groups of up to five objects, saying when they're the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p><b>NP-</b> Enjoy counting verbally up to 5 and beginning to count beyond.</p> <p><b>SA-</b> Using informal and mathematical language: Sides Corners Straight Flat Round</p> <p><b>P-</b> Use informal language like 'pointy' spotty' 'blobs' Extend and create ABAB patterns, sticks, leaf, stick, leaf</p>	<p>Children join in with number rhymes/songs each day beginning to use fingers to support counting.</p> <p>Children can complete simple puzzles correctly fitting pieces in each hole turning until they fit.</p> <p>Children use a variety of shapes to create models and pictures, appropriately using shape for a purpose.</p> <p>Children are building a more complex bank of words that they can use to describe patterns.</p>
Spring 1	Chandlers Ridge Ready
<p><b>NP</b> Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5,</p> <p><b>NP-</b>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p> <p><b>SSM-</b> Begin to describe a sequence of events real or fictional using words such as first, then</p> <p><b>P-</b> Notice and correct an error in repeating pattern.</p>	<p>Children enjoy playing with and counting a variety of objects, and enjoy counting along the number line.</p> <p>Children can identify repeated patterns and spot when an error has occurred.</p>
Spring 2	Chandlers Ridge School Ready
<p><b>N-</b> Recite numbers past 5</p> <p><b>N-</b> Fast recognition of up to 3 objects, without having to count them individually.</p> <p><b>N-</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p><b>SSM-</b> Begin to describe a sequence of events real or fictional using words such as first, then</p> <p><b>SSM-</b> Explores and adds to simple linear patterns of two or threes repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p><b>SSM-</b> Recalls a sequence of events in everyday life and stories.</p>	<p>Children enjoy completing practical maths activities, adding, subtracting, matching, counting etc. They take pride in working out the correct answer and will use what they have learnt during their play.</p> <p>Children enjoy looking at numbers and using their fingers to represent each numeral.</p> <p>Children will be able to make numbers to 5 and be able to answer the question how many by counting out.</p> <p>Children enjoy creating repeated patterns on peg boards, cubes, or using natural objects and on simple computer games.</p> <p>Children have a good understanding of the Nursery routine and are able to sequence their Nursery day.</p>
Summer 1	Chandlers Ridge School Ready

<p><b>NP</b>– Beginning to use understanding of number to solve problems in play and meaningful activities</p> <p><b>NP</b>- Experiment with their own symbols and marks as well as numerals.</p> <p><b>NP</b> – Compare quantities using language: ‘more than’, ‘fewer than’</p> <p><b>N</b> – Recognise numbers 1,2,3</p> <p><b>SSAM</b>- Attempts to create arches and enclosures when building, using trial and improvement.</p> <p><b>SSAM</b>- Joins in with simple pattern in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p><b>SSAM</b>– Describe a familiar route. Discuss routes and locations using words like ‘in front of’ and ‘behind’</p>	<p>Children begin to form numerals and marks to give meaning and show findings for a number problem.</p> <p>Children enjoy joining in with songs such as five little monkeys, five little ducks, five speckled frogs, and begin to understand what happens when one is taken away. They also begin to understand one more and can give one more than a given number during an activity.</p> <p>Children can fill containers full, half full, nearly empty and partly full to ensure they use the correct amount of ingredients when baking or making playdough.</p> <p>Children will be drawing maps and be able to join in games that require them to talk about or move an object into a given position. Children will be able to talk about things they see on their way to school.</p>
<p>Summer 2</p>	<p>Chandlers Ridge School Ready</p>
<p><b>NP</b>– Beginning to use understanding of number to solve problems in play and meaningful activities</p> <p><b>N</b> – Solve real world mathematical problems with numbers up to 5.</p> <p><b>N</b>-Links numerals with amounts up to 5 and maybe beyond</p> <p><b>SSAM</b>- Combine shapes to make new ones.</p>	<p>Children enjoy completing practical maths activities, adding, subtracting, matching, counting etc. They take pride in working out the correct answer and will use what they have learnt during their play.</p> <p>Children enjoy looking at numbers beyond 10, during the calendar and counting children in the class, some children begin to show an interest in larger numbers.</p> <p>Children can combine shapes to make more complex models and structures in their play.</p>

## Reception

<p>Early Learning Goal: Mathematics: Number</p>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Count 5 objects</li> <li>• Know that anything can be counted (to 5) claps, drum beats...</li> <li>• Subitise to 5 - dots on a die, Numicom piece, ten-frame</li> <li>• Count an irregular arrangement to 5</li> <li>• Say when a group has more/fewer with numbers 1 to 5</li> <li>• Recognize and name numbers 1 to 5 – in correct order and not in order</li> <li>• Match numeral to quantity to 5</li> <li>• Display an understanding of the composition of numbers to 5</li> <li>• Begin to find total of 2 groups of objects up to 5</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Know numbers of personal significance (age, birthday, house number etc.)</li> <li>• Use vocabulary related to number: more than, less than, fewer than, greater than, equals, the same as.</li> <li>• Count and compare small sets</li> <li>• Begin to estimate</li> </ul>

<ul style="list-style-type: none"> <li>• Understand that zero means nothing.</li> </ul>	
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Recognise and read numbers to 8 including when not in order with the aid of a number line, picture clues</li> <li>• Count up to 8 objects</li> <li>• Know that anything can be counted e.g. claps, drum beats... to 8</li> <li>• Count an irregular arrangement to 8</li> <li>• Match numeral to quantity to 8</li> <li>• Display an understanding of the composition of numbers to 8</li> <li>• Becoming more confident with the part whole model for numbers to 8</li> <li>• Solve addition and subtraction calculations to 8 - practically and visually</li> <li>• Find 1 more and 1 less using numbers to 8</li> <li>• Quick mental recall - (fingers to help)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to look at 9 and 10</li> <li>• Begin to count upto 10 objects</li> <li>• Match numeral to 10 objects</li> <li>• Begin to subitize upto 10</li> <li>• Begin to form numbers up to 10</li> <li>• Begin to read numbers in the environment.</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them</li> <li>• Display a deep understanding of the composition of numbers to 10</li> <li>• Accurate 1:1 correspondence to 10 using concrete apparatus</li> <li>• Confidently count to 10</li> <li>• Subitize to 10</li> <li>• Match numeral to quantity up to 10 – inc. out of sequence</li> <li>• Understand 1 more and 1 less for numbers to 10 (NP)</li> <li>• Mentally recall number bonds to 5 without apparatus/ begin recall to 10</li> <li>• Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed</li> <li>• Know that addition and subtraction are related (NP)</li> <li>• Mentally, quickly recall some doubles to 5 (ie. double 1, 2, 3, 4, 5) (NP)</li> <li>• Mentally, begin to quickly recall half of 2,4,6, 8, and 10 (NP)</li> <li>• Know that doubling and halving are related (inverse operation)</li> <li>• Subitize to 5 – dots on a dice, Numicom piece, ten-frame, pebbles, etc,</li> <li>• To recognise symbols in maths - + =</li> </ul>	<ul style="list-style-type: none"> <li>• Use numbers and symbols to record their work</li> <li>• Automatic recall of number facts to 5 and some facts to 10</li> <li>• Explore number composition of numbers beyond 10</li> <li>• Count accurately beyond 10</li> <li>• Use number lines/tracks, real-life objects and manipulatives should be used routinely to support scaffolding and modelling.</li> <li>• Vocabulary should be consistent and reinforced</li> </ul>
<p><b>Early Learning Goal: Mathematics   Number</b>  Children at the expected level of development will:  Have a deep understanding of number to 10, including the composition of each number;  Subitize (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>	

<b>Early Learning Goal: Mathematics   Numerical Patterns</b>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Count by rote forwards and backwards to 10 – visual aid</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Begin to count aloud to 20 – forwards</li> </ul>



<ul style="list-style-type: none"> <li>• Hold fingers up correctly for each number to 5</li> <li>• Count on and back in 1s from any number to 10 – visual aid and fingers</li> <li>• Find the number before and after numbers to 5</li> <li>• Chant rhymes involving numbers e.g. 1, 2 buckle my shoe...</li> </ul>	
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Count in 1s forwards to 20</li> <li>• Count forwards in 1s from any number (to 20) – visual aid</li> <li>• Count back in 1s from 20– visual aid</li> <li>• Say the number before and after to 8 - visual aid</li> <li>• Compare a variety of quantities up to 5 (N)</li> <li>• Use the vocabulary more, most, greater, fewer, less than and equals(N)</li> <li>• Explore odd and even numbers to 8 using Numicon and objects, recognising and discussing the patterns</li> <li>• Begin to understand that addition and subtraction are related (N)</li> <li>• Find doubles to 5 using concrete aid or fingers (N)</li> <li>• Find half of numbers 2,4,6,8 - concrete (N)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to rote count aloud to 20 forwards and backwards</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Count by rote from 0 forwards to 20 and beyond</li> <li>• Compare and order a variety of quantities up to 10 (N)</li> <li>• Use the vocabulary more, most, greater fewer, less than etc. up to 10 (N)</li> <li>• Identifies odd and even numbers to 10 represented by structures e.g. sort Numicon</li> </ul> <p><b>Early Learning Goal: Mathematics : Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Be able to verbally count beyond 20, recognising the patterns of the counting system</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to count aloud to past 20</li> <li>• Recognise larger numbers in everyday situations</li> </ul>
<p><b>Early Learning Goal: Mathematics   Numerical Patterns</b></p> <p>Children at the expected level of development will:</p> <p>Be able to verbally count beyond 20, recognising the patterns of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally</p>	

**No ELG Mathematics: Shape, Space and Measure**

<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> </ul>	<p><b>Comparing size, mass &amp; capacity</b></p> <ul style="list-style-type: none"> <li>• Use language such as big, little, small, long, short, heavy light.</li> </ul> <p><b>Shapes</b></p>
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<ul style="list-style-type: none"> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses spatial language, including following and giving directions, using relative terms</li> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to name simple 2D shapes</li> <li>• Be able to describe shapes – no. of sides, curved, round, flat etc.</li> </ul> <p><b>Positional language</b></p> <ul style="list-style-type: none"> <li>• Begin to use positional language in, on top, next to, over, around, through</li> <li>• Use and understand positional language in their play and when following instructions</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Begin to use language day, night, before, after, today, tomorrow</li> <li>• Begin to measure for example 3 sleeps till my birthday or 2 min timer for brushing teeth</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, mass, capacity and height</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe 2D and 3D shapes</li> <li>• Begin to become aware of some properties of shape, ‘this is like a brick I can stack it’.</li> <li>• Begin to make simple models and pictures selecting blocks/shapes needed</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Use language now, before, later, soon</li> <li>• Recognise some events happen the same day each week. E.G. PE is on a Wednesday, and use and understand words today, tomorrow, yesterday.</li> <li>• Talk about events they are looking forward to (holidays or birthdays)</li> <li>• Know timers such as a stop watch can measure things in short period’s e.g. how many jumps in 30 seconds, to now some things take a long time such as a plant growing</li> </ul> <p><b>Comparing Mass</b></p> <ul style="list-style-type: none"> <li>• Be able to hold objects and compare heavy, light</li> <li>• Begin to use language heavy, heavier, light, lighter</li> </ul> <p><b>Comparing Capacity</b></p> <ul style="list-style-type: none"> <li>• Be able to explore capacity using sand water etc.</li> <li>• Use language full, empty, half, nearly</li> </ul> <p><b>Length, height</b></p> <ul style="list-style-type: none"> <li>• Begin to use language to describe an object</li> </ul>

	<ul style="list-style-type: none"> <li>• Make comparison between objects eg tallest, shortest, longest</li> <li>• Begin to use language taller, shorter, wider, longer</li> </ul> <p><b>3D shape and pattern</b></p> <ul style="list-style-type: none"> <li>• Explore similarities and difference, begin to name grouping, sorting, stack and roll.</li> <li>• Pattern copy and repeat explore their own pattern AAB,ABB ETC</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>	<p><b>Spatial reasoning</b></p> <ul style="list-style-type: none"> <li>• 2D and 3D shapes - match, rotate and manipulate shapes</li> <li>• Complete simple jigsaws and shapes puzzles by manipulating and rotating pieces</li> <li>• Match shapes on picture boards</li> <li>• Use positional language to describe where shapes are in relation to each other</li> <li>• Use a programmable robot to consolidate positional language.</li> </ul> <p><b>Compose and decompose shapes</b></p> <ul style="list-style-type: none"> <li>• Understand shapes can be combined and separated to make new shapes</li> <li>• Visualize, build and mapping shapes</li> <li>• Can make models, maps from real life or stories by visualising where objects and shapes should be</li> <li>• Use gesture and positional language to explain their understanding</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Pay for things in the role play shop</li> <li>• Know that we can use money to pay for things</li> <li>• Use language coins, money, pence, change, how much?</li> <li>• Use different prices “that’s 10p please etc</li> </ul>

## Understanding the World

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

### Nursery (six terms)

Past and Present, People, Culture a Communities, The Natural World, Past and present		Technology (Not ELG)
Autumn 1	Chandlers Ridge Ready	
<p><b>TNW</b> – Begin to understand the need to respect and care for the natural environment and all living things. Understand the key features of the life cycle of animals (humans).</p> <p><b>PC&amp;C</b> – Talk about immediate family and people within own household</p> <p><b>P&amp;P</b>– Talk about themselves and personal preferences</p>	<p>Children join Nursery with some knowledge of how to use and navigate their way around an iPad and a touch screen computer to find games they want to play or songs/ programmes to watch.</p>	
Autumn 2	Chandlers Ridge Ready	

<p><b>TNW</b>– begin to talk about what they see (light and dark)</p> <p><b>TNW</b> – Explore collections of materials with similar and/or different properties.</p> <p><b>PC&amp;C</b>– Enjoys joining in with family customs and routines and respects the differences of others.</p> <p><b>P&amp;P</b>- I can talk about myself and my immediate family</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>T</b>– Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images</p>	<p>Children enjoy talking about their own experiences of family events such as birthdays, Christmas, Halloween, bonfire night and other celebrations.</p> <p>Children will have the opportunity to explore light and dark using torches and other light sources.</p> <p>Children will have a good understanding of where they live and what is around them.</p>
<p>Spring 1</p>	<p>Chandlers Ridge Ready</p>
<p><b>P&amp;C</b>– Recognises and describes special times or events for family or friends</p> <p><b>TW</b>– Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p><b>P&amp;P</b>– Shows interest in the lives of people who are familiar to them</p> <p><b>S</b> – Explore collections of materials with similar and/or different properties (explores different forces)</p>	<p>Children enjoy exploring and spending time in the natural environment collecting conkers, bug hunting, looking at seasonal changes.</p> <p>Children enjoy being outside in all weathers exploring and investigating.</p> <p>The children will begin to understand forces and use magnets to explore objects and their properties. Children will be using more complex scientific vocabulary and be able to talk about the materials and their properties.</p>
<p>Spring 2</p>	<p>Chandlers Ridge School Ready</p>
<p><b>TW</b>- Use all their senses in hands on-exploration of natural materials</p> <p><b>TW</b>-Explore collections of materials with similar and/or different properties</p> <p><b>P&amp;C</b>– Continue to develop positive attitudes about the differences between people</p> <p><b>P&amp;C</b>- I understand and respect people from different cultures.</p> <p><b>T</b>– Knows that information can be retrieved from digital devices and the internet</p>	<p>Children will enjoy using their senses to explore natural materials. The children will be beginning to describe what they see using extended vocabulary and will be able to talk about the similarities and differences they find with the properties of different materials.</p> <p>Children will demonstrate respect for different cultures, this will be reflected in the way the children speak about the similarities and differences themselves and those around them.</p>

Summer 1	Chandlers Ridge School Ready
<p>Sc– Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>SC- Explore collections of materials with similar and/or different properties.</p> <p>SC- plant seeds and care for growing plants.</p> <p>Sc- Talk about the differences between materials and changes they notice</p> <p>C- Begin to make sense of their own life-story and family’s history.</p> <p>G- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Children begin to understand different ways we can help the environment e.g. recycling, not dropping rubbish.</p> <p>Children will have a go at planting seeds/bulbs and be able to make simple observations.</p> <p>Children are beginning to be able to talk about the properties of materials and why we use them. They will be able to make simple observations through the different stages of cooking and explain what is happening to the materials and what changes they can see.</p>
Summer 2	Chandlers Ridge School Ready
<p>Sc– To understand the need to respect and care for the natural environment and all living things.</p> <p>SC- Talk about what they see, using a wide vocabulary.</p> <p>SC- plant seeds and care for growing plants.</p> <p>T– Knows that information can be retrieved from digital devices and the internet</p> <p>C- I understand and respect people from different cultures.</p> <p>G- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Children observe the changes to plants they grow e.g. sunflowers, broad beans and cress. They can talk about and explain some of the things they have observed.</p> <p>Children will demonstrate the ability to use new scientific vocabulary when talking about the changes they see.</p> <p>Children will be able to talk about the country they live in and begin to identify differences in other countries.</p> <p>When the children want to find out more information about something the know they can use the internet/ google to find out more with support</p>

## Reception

### Early Learning Goal: Understanding the World: Past and Present

#### R- By the end of the Autumn Term children should be able to...

- Look at a personal family photograph of a familiar event including themselves and describe the situation and people it shows
- Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class.
- Begin to understand and talk about being similar and different to each other and among families, communities.
- Children begin to develop positive attitudes about the differences between people.
- Know about some key events that happen in the autumn term, e.g. Remembrance Day, bonfire night or other topical events (PPC)

#### Chandlers Ridge Ready

- Children should be introduced to vocabulary that links to history, e.g. old, past, new, yesterday, day, month, year, week, now, then.
- Children are to be given the opportunities to look at events, objects, and people from the past.

<ul style="list-style-type: none"> <li>• Share stories from the past linked e.g. Guy Fawkes and The Christmas Nativity</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sequence events.</li> <li>• Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them</li> <li>• Recall one event from weekend news</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• To share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now – recent and distant past</li> <li>• Children know that some things stay the same and some things change as we grow up</li> <li>• Share family member's jobs and discuss how they are important.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons to lives now and in the recent past</li> <li>• Recall two events from weekend /holiday news</li> <li>• Refer to days and months when talking about events in their lives</li> <li>• Know about events from the recent and distant past.</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Children can compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences</li> <li>• Share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories.</li> <li>• Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc., and extend this to encompass our own personal responsibility -i.e. what we can all do to help society</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary old, new, then and now, last week, yesterday correctly</li> <li>• Use resources to link to the past</li> <li>• To discuss the past in more detail</li> </ul>
<p><b>Early Learning Goal: Understanding the World   Past and Present</b>  Children at the expected level of development will:  Talk about the lives of the people around them and their roles in society;  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling; Progression towards the Early Learning Goal Progress in other areas of past</p>	

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

<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Children are able to describe their immediate environment and are able to use new vocabulary where appropriate and draw their version of the immediate environment</li> <li>• Children begin to develop an understanding of different religious occasions from around the world. – i.e. Harvest Celebration, Diwali and Christmas</li> <li>• To know about some key events that happen in the Autumn term</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the similarities and differences between them and their friends.</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings- children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e. Chinese New Year, Pancake Day and The Easter Story.</li> </ul>	<ul style="list-style-type: none"> <li>• Know they live in Middlesbrough</li> <li>• Know some of the places that they can visit eg Fairy Dell, Roseberry Topping</li> </ul>

<ul style="list-style-type: none"> <li>• Find out about the local area and look at some different features - Walk around the local area</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use and make simple maps</li> <li>• Begin to develop positive attitudes to the differences in family, culture etc</li> <li>• Talk about their house and house numbers</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Name places of local importance to the community, drawing on their own experiences where possible</li> <li>• Children can talk about the similarities differences they notice between people across different communities/ family groups</li> <li>• Children can talk about the features of the places that they are familiar with and can begin to describe how they are different to other places.</li> <li>• Look at some of the countries children have visited for holidays and look at similarities and differences, use photographs to visualise this</li> <li>• Children can talk about travelling to different places</li> <li>• Children are able to utilise the vocabulary needed to describe the people, places and communities they are discussing</li> <li>• Recognise that people have varied beliefs around the world and can begin to understand the basic differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise children, families and beliefs are different around the world respect and empathise with other</li> <li>• Observe differences between human and natural features.</li> <li>• Begin to name a country such as England or Spain when talking about where they live or visit</li> <li>• Make maps of stories / in play, place object's in relation to other objects and places.</li> <li>• Compare and contrast different environments around the world</li> </ul>
<p><b>Early Learning Goal: Understanding the World (People, Culture and Communities )</b>  Children at the expected level of development will:  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	
<p><b>Early Learning Goal: Understanding the World: The Natural World</b></p>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Know the names of my body parts and their function</li> <li>• Name the five senses and know what they are used for</li> <li>• Know what we can do to keep us healthy – exercise, healthy eating, cleaning teeth.</li> <li>• Understand the need to show respect for animals and the natural world.</li> <li>• Explore scientific experimentations</li> <li>• Talk about things they have observed.</li> <li>• Identify and name different types of weather.</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Know the importance of cleaning teeth.</li> </ul>
<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world.</li> <li>• Recognise some environments that are different to the one they live in.</li> <li>• Show care and concern for living things.</li> <li>• Talk about why some things happen e.g. melting, freezing, floating, sinking</li> <li>• Describe what they can see, hear and feel when outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and care for living things</li> <li>• Observe changes in outside area- that leaves change colour in autumn that the trees are bare in winter, buds appear in the spring</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Make observations about the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the natural environment around them.</li> <li>• Use scientific related vocabulary</li> </ul>



<ul style="list-style-type: none"> <li>• Name some body parts of animals and minibeasts</li> <li>• Name parts of a plant or tree</li> <li>• Talk about some similarities and differences between their local environment and that of other countries they come across in books.</li> <li>• Talk about the different seasons.</li> <li>• Can link different types of weather to different seasons.</li> <li>• Talk about changes of states such as freezing and melting.</li> <li>• Understand changes in the natural world such as day and night.</li> <li>• Talk /order some life cycles such as a butterfly, chick, frog etc</li> </ul>	
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**Early Learning Goal: Understanding the World | The Natural World**  
 Children at the expected level of development will:  
 Explore the natural world around them, making observations and drawing pictures of animals and plants.  
 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  
 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Expressive Arts and Design

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

### Nursery (six terms)

Creating with Materials, Being Imaginative and Expressive	
Autumn 1	Chandlers Ridge Ready
<p><b>CWM</b>– Enjoys joining in with moving, dancing and ring games.</p> <p><b>BI&amp;E</b>- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Art- Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Children join Nursery knowing some familiar songs from home and enjoy joining in singing and dancing along to them.</p> <p>Children explore the junk modelling and have an idea of what they are trying to make. They can use glue or cellotaph to fix things together.</p>
Autumn 2	Chandlers Ridge Ready

<p><b>M</b>– Respond to what they have heard, expressing their thoughts and feelings.</p> <p><b>CWM</b>–Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p><b>BI&amp;E</b>– Engages in imaginative play based on own ideas or first-hand or peer experiences</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p>Children enjoy partaking in dancing and musical activities, creating movement and sound in response to music.</p> <p>Children enjoy playing in the home corner and other role play games with others, acting out things they have learnt or observed.</p>
Spring 1	Chandlers Ridge Ready
<p><b>CWM</b>– Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p><b>CWM</b>–Continues to explore colour and how colours can be changed</p> <p><b>BI&amp;E</b>– Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p><b>M</b>- Remember and sing entire songs</p>	<p>Children can name some colours that they use and begin to explore mixing colours in paint and with food colour in water.</p> <p>Children will be able to sing simple songs from memory.</p>
Spring 2	Chandlers Ridge School Ready
<p><b>CWM</b>– Join different materials and explore different textures</p> <p><b>BI&amp;E</b>– Sing to self and makes up simple songs</p> <p><b>BI&amp;E</b>- Create their own songs or improvise a song around one they know</p> <p><b>BI&amp;E</b>- Play instruments with increasing control to express their feelings and ideas.</p> <p><b>BI&amp;E</b> -Uses available resources to create props or create imaginary ones to support play</p>	<p>Children can think about what they are wanting to create and can tell you why they have chosen each material selected.</p> <p>Children use a variety of resources and media to extend their learning and experience from stories, creating pictures, sounds, movements and props for role play.</p> <p>Children will enjoy singing and be able to sing simple songs from memory.</p> <p>Children will be able to build with a purpose in mind, selecting resources to extend their pretend play.</p>
Summer 1	Chandlers Ridge School Ready

<p><b>ART</b>– Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><b>PP</b>– Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p><b>M</b>-Sing the pitch of a tone sung by another person (‘pitch match’).</p>	<p>Children create models and pictures using a variety of different medias and tools with confidence.</p> <p>Children will be able to use their imagination to extend their play. They will be able to plan, build and improve their designs through trial and listening/communicating with others. Children will be able to use the open ended resources to create props.</p> <p>Children will be using shapes in their drawings to represent objects and will be beginning to add features and more detail.</p>
<p>Summer 2</p>	<p>Chandlers Ridge School Ready</p>
<p><b>ART</b>– Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p><b>PP</b>- Uses available resources to create props or create imaginary ones to support play</p> <p><b>M</b>-Sing the pitch of a tone sung by another person (‘pitch match’).</p>	<p>Children create models and pictures using a variety of different medias and tools with confidence.</p> <p>Children use a variety of resources and media to extend their learning and experience from stories, creating pictures, sounds, movements and props for role play.</p> <p>Children will be able to look at their drawings and add more detail. They will be able to use colour to express feelings of happy.</p>

## Reception

Expressive Arts and Design: Creating with Materials Children	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Create pictures and models using a range of resources from their own ideas</li> <li>• Be able to talk about what they have made and why they have made it</li> <li>• Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>• Mix primary colours to make secondary colours.</li> </ul>	<p><b>Chandlers Ridge Ready</b></p> <ul style="list-style-type: none"> <li>• Be able to draw a face containing the main parts.</li> <li>• Know colours can be mixed.</li> <li>• Name each colour.</li> <li>• Represent their own ideas in their model</li> <li>• To sculpt and manipulate playdough</li> <li>• Use a variety of mark making tools</li> <li>• Use different construction materials</li> <li>• Use natural materials in their work.</li> <li>• Create art work inspired by Henri Matisse</li> </ul>

<p><b>R= By the end of the Spring term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Select from a range of media, materials and tools.</li> <li>• Experiment with colour and texture</li> <li>• Develop their ideas using loose parts , watercolours, powder paint play dough etc.</li> <li>• Use language and drawings to explain their model, findings and ideas.</li> <li>• Explore ways of joining materials for different purposes</li> <li>• Draw with increasing complexity including beginning to add additional shapes for detail</li> <li>• Create with a purpose in mind</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools and equipment with control.</li> <li>• Name materials and tools they might use</li> <li>• Make something and give meaning to it</li> <li>• Join with glue, tape, split pins, treasury tags etc</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <ul style="list-style-type: none"> <li>• Make use of props, materials when role-playing.</li> <li>• Be able to talk through from designing to building what they have used and why they have chosen to use that resource or technique.</li> <li>• Design and make an object and explain its function</li> <li>• Be able to use shapes and colour to express emotions within creations</li> <li>• Talk about their models and how to improve them</li> <li>• Begin to draw their ideas and plans</li> <li>• Use tools effectively to create a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil or paint brush effectively.</li> <li>• Can select and use tool for correct purpose</li> <li>• Begin to make observational drawings linked to the world around them begin to add more detail.</li> <li>• Name tools and know their purpose</li> <li>• Name some everyday materials and begin to know why you would use them linked to their properties (e.g. card is stiff)</li> <li>• Improve vocabulary flexible, join, sculpt, paint, texture</li> </ul>
<p><b>Early Learning Goal: Expressive Arts and Design   Creating with Materials</b>  Children at the expected level of development will:  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form  Share their creations, explaining the process they have used  Make use of props and materials when role playing characters in narratives and stories</p>	

<p><b>Early Learning Goal: Expressive Arts and Design: Being Imaginative and Expressive</b></p>	
<p><b>R- By the end of the Autumn Term children should be able to...</b></p> <p><b>Singing/ Musical Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Know the difference between singing and shouting</li> <li>• Join in and perform nursery rhymes</li> <li>• Explore and play with a range of musical instruments – being able to match the sound to the instrument following play opportunities.</li> <li>• Describe simple sounds.</li> <li>• Listens to a range of music types – recognise that they are different</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Copy a simple taught dance to music – watching and matching</li> </ul>	<ul style="list-style-type: none"> <li>• Explore high and low sounds</li> <li>• Identify if music makes them happy or sad</li> </ul>

<ul style="list-style-type: none"> <li>• Children able to freely respond to music through dance</li> </ul> <p><b>Imaginative Narrative:</b></p> <ul style="list-style-type: none"> <li>• Join in with refrains from stories</li> <li>• Invent narratives in the role play, small world areas and using props with peers and teachers</li> </ul>	
<p><b>R= By the end of the Spring term children should be able to...</b></p> <p><b>Singing/ Musical Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Able to sing taught songs</li> <li>• Know which instrument to use for a desired effect – e.g. sleigh bells for Santa.</li> <li>• Use appropriate vocabulary to describe these sounds.</li> <li>• Able to use instruments to match a simple taught rhythm /make up own musical patterns</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Respond to music through dance and the use of simple props (e.g. scarves, a ribbon)</li> <li>• Children move to a beat – matching movements to the rhythm</li> </ul> <p><b>Imaginative Narrative:</b></p> <ul style="list-style-type: none"> <li>• Use role play props and small world artefacts to retell stories, narratives or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Change the speed and style of their movements</li> <li>• Talk about what they have done or observed in dance.</li> <li>• Copy a clap pattern</li> </ul>
<p><b>R+ By the end of the Summer term children should be able to...</b></p> <p><b>Singing/ Musical Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• Build a collection of songs and dances</li> <li>• In groups perform poems and stories to their peers</li> <li>• Copy a simple beat pattern with instruments or claps.</li> <li>• Play an instrument to accompany their song or rhyme</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Able to move in time invent and adapts movements.</li> </ul> <p><b>Imaginative Narrative:</b></p> <ul style="list-style-type: none"> <li>• Use role-play props and small world artefacts to create or adapt a narrative or story, using story language, events or refrains.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a short movement phrase of dance actions and perform to music</li> <li>• Express an opinion about what they see and hear in music and dance</li> </ul>
<p><b>Early Learning Goal: Expressive Arts and Design: Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>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.</p>	

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ELG, Birth to five, White Rose Maths, Chandlers Ridge Curriculum Maps, Letters and Sounds

