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| **Art** | **DT** | **Music** |
| ***EAD (Exploring and using media and materials)***  **40-60 months**  • I explore what happens when I mix colours.  • I experiment to create different textures.  • I use simple tools and techniques competently and appropriately.  **Early Learning Goal**  • **I safely use and explore a variety of**  **materials, tools and techniques.**  ***EAD (Being Imaginative)***  **40-60 months**  • I choose particular colours to use for a  purpose.  • I create simple representations of  events, people and objects.  **Early Learning Goal**  **I represent my own ideas, thoughts and**  **feelings through art.**  ***Exceeding statements***  *I talk about the ideas and processes*  *which have led to my images.* | **EAD (Exploring and using media and materials)**  **40-60 months**  • I can manipulate materials to achieve a planned effect.  • I construct with a purpose in mind, using a variety of resources.  • I can use simple tools and techniques competently and appropriately.  • I can select appropriate resources and adapt my work where necessary.  • I can select tools and techniques needed to shape, assemble and join materials I am using.  • I understand that different media can be combined to create new effects.  **Early Learning Goal**  **• I can safely use and explore a variety of materials, tools and techniques.**  **I can experiment with colour, design, texture, form and function.**  ***Exceeding statements***  *• I develop my own ideas through selecting and using materials and working on processes that interest me.*  *• Through my explorations, I find out and make decisions about how media and materials can be combined and changed.*  **EAD (Being Imaginative)**  **Early Learning Goal**  **• I use what I have learnt about media and materials in original ways, thinking about their uses and purposes.**  **• I represent my own ideas, thoughts and feelings through design and technology.**  ***Exceeding statements***  *• I talk about the ideas and processes which have led me to make designs and products.*  *• I can talk about the features of my own and others’ work.*  **UW (Technologies)**  **40-60 months**  *•* I can complete a simple program on a computer.  *•* I can use ICT to interact with computer software.  **Early Learning Goal**  **• I recognise that a range of technology is**  **used in places such as homes and schools.**  **• I select and use technology for particular**  **purposes.**  ***Exceeding statements***  *• I find out about and use a range of everyday technology.*  *• I select appropriate applications that support an identified need.*  **PD (Moving and handling)**  **40-60 months**  • I use simple tools to effect changes to materials.  • I handle tools, objects, construction and malleable materials safely and with increasing control.  • I show a preference for a dominant hand.  **Early Learning Goal**  **• I handle equipment and tools effectively.** | **EAD (Being Imaginative)**  **Early Learning Goal**  **• I can represent my own ideas, thoughts and feelings through music.**  ***Exceeding statements***  *• I talk about the ideas and processes which have led me to make music.*  **EAD (Exploring and using media…)**  ***40-60 months***  • I am beginning to build a repertoire of songs.  • I explore the different sounds of instruments.  **Early Learning Goal**  **• I can sing songs, make music and experiment with ways of changing them.** |

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| **Biology** | **Physics** | **Chemistry** |
| ***PD (Health and Self Care)***  **40-60 months**  • I eat a healthy range of foodstuffs and  understand the need for variety in food.  • I understand that good practices with  regard to exercise, eating, sleeping and  hygiene can contribute to good health.  **Early Learning Goal**  **• I know the importance for good health**  **of physical exercise and a healthy diet.**  **• I talk about ways to keep healthy and**  **safe.**  ***Exceeding statements***  *• I know about, and can make healthy*  *choices in relation to, healthy eating and exercise.*  ***UW (The World)***  **40-60 months**  • I look closely at similarities, differences,  patterns and change.  **Early Learning Goal**  **• I know about similarities and differences**  **in relation to places and living things.**  **• I can talk about features of my own**  **immediate environment and how**  **environments might vary from one to**  **another.**  **• I make observations of animals and**  **plants and explain why some things**  **occur, and talk about changes.**  ***Exceeding statements***  *• I know that the environment and living*  *things are influenced by human activity.* | ***UW (The World)***  **40-60 months**  • I look closely at similarities, differences,  patterns and change.  **Early Learning Goal**  **• I know about similarities and differences**  **in relation to objects and materials.**  **• I can talk about changes.**  ***Exceeding statements***  *• I am familiar with basic scientific*  *concepts such as floating and sinking, experimentation.* | ***UW (The World)***  **40-60 months**  • I look closely at similarities, differences, patterns and change.  **Early Learning Goal**  **• I know about similarities and differences in relation to objects and materials.**  **• I can talk about changes.**  ***Exceeding statements***  *• I know the properties of some materials and can suggest some of the purposes they are used for.* |

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| **Geography** | **History** | **RE** |
| **UW (The World)**  **40-60 months**  **•** I look closely at similarities, differences, patterns and change.  **Early Learning Goal**  **• I know about similarities and differences in relation to places, objects, materials and living things.**  **• I can talk about features of my own immediate environment and how environments might vary from one another.**  **• I can make observations of animals and plants and explain why some things occur, and talk about changes.**  ***Exceeding statements***  **•** *I know that the environment and living things are influenced by human activity.*  **•** *I can describe some actions which people in my own community do that help to maintain the area I live in.* | **CL (Speaking)**  **Early Learning Goal**  **• I use past, present and future forms accurately when talking about events that have happened or are to happen in the future.**  **UW (People and communities)**  **Early Learning Goal**  **• I can talk about past and present events in my own life and in the lives of family members.**  ***Exceeding Statements***  **•** *I know the difference between past and present events in my own life and some reasons why people’s lives were different in the past.* | ***UW (People and communities)***  **40-60 months**  **•** I enjoy joining in with family customs  and routines.  **Early Learning Goal**  **• I can talk about similarities and differences among families, communities and traditions.**  ***Exceeding statements***  ***•*** *I understand that different people have*  *different beliefs, attitudes, customs and*  *traditions and why it is important to*  *treat them with respect.* |

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| Social Skills | Thinking Skills | Communication Skills | Research Skills | Independence Skills | SMSC |
| ***PSED (Making relationships)***  **40-60 months**  • I take steps to resolve conflicts with other children.  **Early Learning Goal**  **• I play cooperatively, taking turns with others.**  **• I take account of one another’s ideas about how to organise an activity.**  ***Exceeding statements***  **•** *I can play group games with rules.*  **•** *I resolve minor disagreements through listening to each other to come up with a fair solution.*  **•** *I understand what bullying is and it is unacceptable behaviour.*  ***PSED (Managing feelings and behaviour)***  **40-60 months**  **•** I am aware of the boundaries set and of behavioural expectations in the setting.  **Early Learning Goal**  **• I work as part of a group or class, and understand and follow the rule.**  **• I adjust my behaviour to different situations, and take changes of routine in my stride.**  ***EAD (Being Imaginative)***  **40-60 months**  • I can introduce a storyline or narrative into my play.  **•** I can play alongside other children who are engaged in the same theme.  **•** I play cooperatively as part of a group to develop and act out a narrative.  **Early Learning Goal**  • I can represent my own ideas, thoughts and feelings through role play and stories. | ***PSED (Managing feelings and behaviour)***  **40-60 months**  • I am beginning to be able to negotiate and solve problems without aggression.  • I understand that my own actions affect other people  ***Exceeding statements***  • *I can stop and think before acting and I can wait for things that I want.*  • *I know when and how to stand up for myself appropriately.*  ***UW (People and Communities)***  **Early Learning Goal**  • **I know that other children don’t always enjoy the same things and I am sensitive to this**  ***Exceeding statements***  • *I know that other children have different likes and dislikes and that they may be good at different things* | ***PSED (Making relationships)***  **40-60 months**  • I initiate conversations, attend to and take account of what others say.  ***PSED (Self-confidence and self-awareness)***  **40-60 months**  • I am confident to speak to others about my own needs, wants, interests and opinions.  • I can describe myself in positive terms and talk about my abilities.  **Early Learning Goal**  • **I am confident to try new activities, and say why I like some activities more than others.**  • **I am confident to speak in a familiar group, will talk about my ideas.**  • **I will choose the resources I need for my chosen activities.**  ***Exceeding statements***  • *I can speak confidently to a class group.*  • *I can talk about the things that I enjoy, and am good at, and about the things I do not find easy.*  • *I can talk about plans I have made to carry out activities and what I might change if I were to repeat them.* | ***PSED (Making relationships)***  **40-60 months**  • I explain my own knowledge and understanding and ask appropriate questions of others.  ***PSED (Self-confidence and self-awareness)***  ***Exceeding statments***  • *I am resourceful in finding support when I need help or information.* | ***PSED (Self-confidence and self-awareness)***  **Early Learning Goals**  • **I say when I do or don’t need help.**  ***PSED (Managing feelings and behaviour)***  ***Exceeding statements***  • *I can listen to the suggestions of others and plan how to achieve an outcome without adult help.*  **PD (Health and self-care) 40- 60 months**  • I am usually dry and clean during the day.  **Early Learning Goal**  **• I** **manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet.**  ***Exceeding statements***  • *I can dress and undress independently, successfully managing fastening buttons or*  *Laces.* | ***PSED (Making relationships)***  **Early Learning Goal**  • I show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.  ***Exceeding statements***  • *I understand someone else’s point of view can be different from mine.*  ***PSED (Managing feelings and behaviour)***  **Early Learning Goal**  **• I talk about how I and others show feelings, talk about my own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.**  ***Exceeding statements***  • *I know some ways to manage my feelings and am beginning to use these to maintain control.* |

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| **Literacy** | **Writing** |
| **Reading 40 – 60 months**  • I can continue a rhyming string.  • I can hear and say the initial sound in words.  • I can segment the sounds in simple words and blend them together and I know which  letters represent some of them.  • I can link sounds to letters, naming and sounding the letters of the alphabet.  • I can begin to read words and simple sentences.  • I can use vocabulary and forms of speech that are increasingly influenced by my  experiences of books.  • I enjoy an increasing range of books.  • I know that information can be retrieved from books and computers.  **Early Learning Goal**  **• I can read and understand simple sentences.**  **• I can use my phonic knowledge to decode regular words and read them aloud**  **accurately.**  **• I can read some common irregular words.**  **• I can demonstrate understanding when talking with others about what they have**  **read.**  ***Exceeding Statements***  *• I can read phonically regular words of more than one syllable as well as many irregular but high frequency words.*  *• I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.*  *• I can describe the main events in the simple stories I have read.* | **PD Moving and Handling 40 – 60 months**  *•* I can show a preference for a dominant hand.  *•* I can begin to use anticlockwise movements and retrace vertical lines.  *•* I am beginning to form recognisable letters.  *•* I can use a pencil and hold it effectively to form recognisable letters,  most of which are correctly formed.  **Early Learning Goal**  *•* I can handle equipment and tools effectively, including pencils for  writing.  ***Exceeding Statements***  *• I can hold paper in position and use my preferred hand for writing,*  *using a correct pencil grip.*  *• I am beginning to be able to write on lines and control letter size.*  **Writing 40 – 60 months**  • I can give meaning to marks I make as I draw, write and paint.  • I can begin to break the flow of speech into words.  • I can continue a rhyming string.  • I can hear and say the initial sound in words.  • I can segment the sounds in simple words and blend them together.  • I can link sounds to letters, naming and sounding the letters of the alphabet.  • I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  • I can write my own and other things such as labels, captions.  • I can attempt to write short sentences in meaningful contexts.  **Early Learning Goal**  **• I can use my phonic knowledge to write words in ways which match my spoken sounds.**  **• I can write some irregular common words.**  **• I can write simple sentences which can be read by myself and others.**  **• I can spell some words correctly and others are phonetically plausible.**  ***Exceeding Statements***  • I can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.  • I can use key features of narrative in my writing. |

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| **Communication and Language** |  |  |
| **Listening and Attention 40 – 60 months**  • I can maintain attention, concentrate and sit quietly during an activity.  • I can use a two channelled attention by listening and doing for a short span.  **Early Learning Goal**  **• I can listen attentively in a range of situations.**  **• I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, question or actions.**  **• I can give my attention to what others say and respond appropriately, whilst I am engaged in another activity.**  ***Exceeding Statements***  *• I can listen to instructions and follow them accurately, asking for clarification if necessary.*  *• I can listen attentively with sustained concentration to follow a story without pictures or props and I can listen in a larger group.* | **Understanding 40 – 60 months**  • I can respond to instructions involving a two-part sequence.  • I can understand humour.  • I can follow a story without pictures of props.  • I can listen and respond to ideas expressed by others in conversation or discussion.  **Early Learning Goal Statements**  **• I can follow instructions involving several ideas or actions.**  **• I can answer ‘how’ and ‘why’ questions about my experiences and in response to stories or events.**  ***Exceeding Statements***  *• I can express my views about events or characters after listening to stories and answer questions about why things happened.*  *• I can carry out instructions which contain several parts in a sequence.* | **Speaking 40 – 60 months**  • I can extend my vocabulary by grouping and naming and exploring the meaning and sounds of new words.  • I can use language to imagine and recreate roles and experiences in play situations.  • I can link statements and stick to a main theme or intention.  • I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.  • I can introduce a storyline or narrative into my play.  **Early Learning Goal**  **• I can express myself effectively, showing an awareness of the listeners’ needs.**  **• I can develop my own narratives and explanations by connecting ideas or events.**  ***Exceeding Statements***  *• I can show some awareness of the listener by making changes to language and non-verbal features.*  *•I can recount experiences and imagine possibilities, often connecting ideas.*  *• I can use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.* |

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| PE |
| **PD (Moving and Handling) 40-60 months**  • I can experiment with different ways of moving.  • I can jump off an object and land appropriately.  • I can negotiate space successfully when playing racing and chasing games with other children adjusting speed or changing direction to avoid obstacles.  • I can travel with confidence and skill around, under, over and through balancing and climbing equipment.  • I can show an increasing control over an object in pushing, patting throwing, catching or kicking it.  **PD (Health and Self Care) 40-60 months**  • I can show an understanding of the need for safety when tackling new challenges, and I can consider and mange some risks.  *•* I can show an understanding of how to transport and store equipment safely.  *•* I can practice some safety measures without direct supervision.  **Early Learning Goal**  • I can show good control and co-ordination in large and small movements.  • I can move confidently in a range of ways, safely negotiating space.  ***Exceeding Statements***  • *I can hope confidently and skip in time to music.*  **EAD (Exploring and using media and materials) 40-60 months**  • I am beginning to build a repertoire of dances.  **Early Learning Goal**  **• I can dance and I can experiment with ways of changing them.**  **EAD (Being imaginative) 40 – 60 months**  • I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  **Early Learning Goal**  **• I can represent my own ideas, thoughts and feelings through dance.** |