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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 apurpose.• I create simple representations ofevents, 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 andunderstand the need for variety in food.• I understand that good practices withregard to exercise, eating, sleeping andhygiene 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 customsand 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.**  |