

Personal, Social and Emotional Development Progress Model for Knowledge and Skills

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.

	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Confidence	Children to have confidence to speak with others in the class asking questions.	Children to have confidence to put hand up during class discussion.	Children to put hand up and answer challenging questions during carpet time.	Select and use activities and resources with help when needed.	Able to make a comment during circle time. E.g what is your favourite food. Answer in context.	Able to put hand up and answer a question confidently during carpet time.
Responsibility	Children to be responsible for their environment. Children to decide what to put out in provision.	Children to have responsibilities in the class. E.g. line leader, giving out milk and snack.	Children to be aware that they are responsible for their own actions.	Ensure children know that they are responsible for looking after their own coat and bag etc.	Give children jobs to do in the classroom. “Put all the empty milk cartons in the bin.”	
Rules	Children to think of the rules that we need to follow and write them as a class in Reception.	Children to remind other children of the rules if they are seen to not be following them.	Children to decide what will happen if a child doesn’t follow the rules. E.g. having to sit with the timer.	Children to know why we have rules.	Children to think of the rules that we need to follow and write them as a class in Nursery.	
Conflicts	Children to be able to solve conflicts. Listen to their peer and agree a compromise.	When children are reading stories, children to comment on what they would do to	Children to explain to others how they thought about a problem or an emotion and	Children to know to say sorry when they have not followed the rules to the adult and the child if needed.	Children to know to ask for help if they need an adult to help them with their problem.	

		make the situation better.	how they dealt with it.		
Sharing	If another child asks for a turn of a resource, child to say yes in 5 minutes if they are not ready straight away to hand their activity over.	Children to problem solve and talk about how they are going to come to a solution if lots of children want to play with the same thing.	Children to deal with their own problems before asking an adult for help.	Children to say yes when another child asks if they can have a turn of an activity.	Children to be able to ask if they would like a turn of a resource.
Feelings	Encourage children to express their feeling if they feel hurt or upset using descriptive vocabulary.	Children to openly talk about their feelings and opinions.	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better?	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better?	Children to talk about how they are feeling daily using happy and sad. Children to talk about how characters are feeling in books using word such as happy and sad.
Relationships	Children to gain friendships with children and adults in other year groups. E.g. at dinner time, after school club etc.	Children to gain good relationships with all of the children in the class and the adults in the setting.	Children to gain special friendships with children in the setting.	Children to have 2 or 3 special friend in the class that they choose to play with.	Children to have one special friend in the class that they choose to play with. Children to gain good relationships with adults in the class.
Achievements	Children to show off their achievements to their peers that they have accomplished at home or at school.	Children to reflect and self-evaluate their work. e.g. What do you like about your painting? What would you change?	Help children to set own goals and to achieve them.	Encourage children to bring in achievements And pictures from home.	Children to reflect on their work. e.g when they have built a model, what is their favourite thing about it?

Needs	Children to remind others in the class they need to get a tissue or wash hands.	Children to eat all the vegetables at lunch time. Children to know that sometimes they must eat things that they don't like as much as other things.	Children to know to wash hands when they have been outside to play or if they are dirty.	Children to blow nose independently and know to get a tissue if they need one.	Children to try all of the vegetables at lunch time.	Able to use the toilet and wash hands confidently.
Playing	Children to play in a group listening to other children's ideas and using them in their play.	Children to play in a large group for a long period of time sustaining concentration.	Children to play in a group of up to 4 children for 10-15 minutes.	Children to play with two other children interacting with them for 5-10 minutes.	Children to play with one other child interacting with them for a short period of time.	Children to play alongside others.
Behaviour	<p>Children to follow the rules in the class.</p> <p>Children to always display positive behaviour.</p> <p>If children do not follow the rules, children to say sorry to the person they have upset.</p> <p>Children to talk about their negative behaviour and what they need to do next time.</p> <p>Children to rectify their mistakes and make it better.</p> <p>Children to have space to calm down and return to an activity.</p>					

Communication and Language Progress Model for Knowledge and Skills

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, storytelling 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.

	Links to KS1 curriculum	Minimum Expectations for Reception				Minimum Expectations for Nursery	
STORY TIME	<p>I listen to and discuss a wide range of poems, stories and non-fiction at my book band and above.</p> <p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Can engage in story times</p> <p>Understands how to listen carefully and why listening is important.</p>	<p>Can describe events in some detail.</p> <p>Uses talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listens to and talk about stories to build familiarity and understanding.</p> <p>Retells the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Engages in non-fiction books.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Enjoys listening to longer stories and can remember much of what happens</p>	<p>Can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
SINGING	<p>I am learning to appreciate rhymes and poems, and to</p>	<p>Listens carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Learn rhymes, poems and songs</p>		<p>Sings a large repertoire of songs.</p>	<p>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	

	recite some by heart					
VOCABULARY	I can discuss word meanings, linking new meanings to those I already know	Learns new vocabulary	Uses new vocabulary through the day	Uses new vocabulary in different contexts	Uses a wider range of vocabulary	Develops their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
PHONIC SOUNDS	Read Write Inc Set 3 sounds	Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk	May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk		
QUESTIONING	I am making inferences on the basis of what is being said and done I am predicting what might happen on the basis of what has been read so far	Asks questions to find out more and to check they understand what has been said to them			Understands a question or instruction that has two parts, such as "Get your coat and wait at the door".	Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"
EXPRESSION	I can participate in discussion about what is read to me, taking turns and listening to what others say	Articulate their ideas and thoughts in well-formed sentences			Uses longer sentences of four to six words	Can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions







CONVERSTAION	I can explain clearly my understanding of what is read to me.	Can connect one idea or action to another using a range of connectives.	Can start a conversation with an adult or a friend and continue it for many turns	Uses talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
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Physical Development Progress Model for Knowledge and Skills

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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.


	Minimum Expectations for KS1	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Dressing	Fasten small buttons Tie own shoelaces	Take off own coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	Put on socks and shoes correctly Fasten zip independently	Able to put hand up and answer a question confidently during carpet time.
Riding a bike	Can brake at a specific point with control Can follow at a sensible distance behind another rider Can control speed in a group Can follow a path set by another rider.	Can pedal and maintain balance while manoeuvring around obstacles	Can pedal and maintain balance for a few feet on a flat surface	Can stop a bike effectively using brakes Can pedal and maintain balance for a few feet down a slight incline	Can maintain balance while manoeuvring around corners	Can use feet to scoot a balance bike and maintain balance.	Can ‘walk’ a balance bike
Ball skills	Can throw with accuracy	Throw ball underhand	Throw ball forward 10ft in the air and use appropriate technique, such as moving	Hit 2ft target from 5ft away with a tennis ball using underhand toss	Children to know why we have rules.	Children to think of the rules that we need to follow and write them as a class in Nursery.	

			arms up and back using upper trunk rotation, with arms and legs moving in opposition				
	Bounce a tennis ball on the floor and catch in one hand	Catch a tennis ball from 5 feet using only hands	Bounce and catch a large ball using 2 hands	Bounce a large ball	Catch a large ball by bringing hands in towards chest	Catch a large ball between extended arms	Catch a ball by chasing-does not necessarily respond to aerial ball
	Can use kicking in a team game	Coordinate body to meet and kick a ball that is rolled to them from a distance	Run towards and kick a ball	Walk towards and kick a ball	Direct kick to knock down a tower	Kick ball with one foot while swinging opposite arm	Use foot to tap static ball a small distance
Balance	Balance on an unstable surface with increasing control	Walk along a low narrow balance beam	Hold controlled static balance on one leg	Walk along a low, wide balance beam	Walk along chalk line	Stands on one foot for 2 seconds	Stands on tiptoes
Jumping	Skip rhythmically	Hop up to 10 times on alternate feet	Jump and turn in the air	Hop on one foot 3-5 times	Jump forward taking off and landing on 2 feet	Jump over a small stationary object	Jump off a low object with both feet off the ground
Using tools	Use scissors to cut fabric	Use scissors to cut around a shape on paper	Use scissors to cut paper in half	Use one-handed tools, for example, making snips in paper with scissors	Use one-handed tools, for example, making snips in paper with scissors	Explore a range of tools – spoons, spades, paintbrushes etc	Pour from one container to another
	Use a knife and fork independently	Cut using a knife	Spread using a knife	Use knife to cut soft food like banana and strawberry	Spoon cereal from container to dish with little spilling	Stab food using a fork	Use a spoon to pick up food and put it in mouth
Cutting tools	Cuts complex shapes, such as figures.	Cuts circle shape (a circle of 6inch in	Cuts curved line (a 1/4inch curved line,	Cuts straight line (within ½ inch from the	Snips paper moving forward	Opens/closes blades (not ready	Holds scissors, often with both hands,

		diameter, within ½ from the drawn line, improving to about ¼ inch)	within 1/4inch from the line drawn)	drawn line, improving in accuracy)	Uses helping hand to hold and help to guide the paper (non-dominant hand)	to use them on paper yet) Starts snipping paper (not moving forward with the scissors but making small snips)	learning to open and close the blades
Pencil skills	Dynamic tripod grasp 	Static tripod grasp 	4 finger grasp 		4 finger grasp 	Digital pronate grasp 	Palmer grasp 
Independence	Edit and refine movements and games	Collaborate with others to devise team games and manage resources	Start to make up their own physical games	Start to make up their own physical games	Children work independently to develop basic skills		
Resources (not limited to)	Children are exposed to using different material	Socks, shoes, coats, buttons, laces, pedal bikes, balance beams, scissors, cutlery, whisks, hole punches	t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils	t-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tool, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils	Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chalks, whiteboard pens, chunky wax crayons, chunky pencils		

Literacy Progress Model for Knowledge and Skills

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).

	Links to KS1 curriculum	Minimum Expectations for Reception	Minimum Expectations for Nursery			
Writing		Writing Progression				
		<p>All syllables represented</p> <p><i>My fav orit dinosaur is the stegosorus.</i></p> <p>A child hears beginning, middle and end sounds.</p>	<p>Initial and final sounds appear</p> <p><i>We wn to the s</i> (We went to the store.)</p> <p><i>I lk mi Bk.</i></p> <p>Beginning and ending letters are used to represent words</p>	<p>Environmental print</p> <p><i>the I is see lka 12345 onb mv</i></p> <p>Awareness of print, copied from surroundings</p>	<p>Letter strings</p> <p><i>1031197A A7P01E 31097A 03197A 04119A</i></p> <p>Letter strings move from L to R and move down the page</p>	<p>Scribble writing</p> <p><i>Wavy lines</i></p> <p>Progression is from left to right</p>
	<p>Inventive spelling</p> <p><i>To daye i won to play with the white board and the shapes and I won to play with my fen</i></p> <p>Whole sentence writing develops.</p>	<p>Vowel sounds appear</p> <p>Evidence of tricky words</p> <p><i>Thehcarr</i> (The horse can run.)</p> <p>Medial sound may initially be written as a consonant.</p> <p>Vowels begin to appear.</p>	<p>Beginning sounds</p> <p>Random and initial consonants</p> <p><i>I V A D A A O</i></p> <p>Beginning and ending letters are used to represent words</p>	<p>Letter groups</p> <p><i>AEB 2T WOI FHJZR</i></p> <p>Separated by spaces to resemble different words</p>	<p>Random letters and symbols</p> <p><i>T U A E P O H C B G M</i></p> <p>Mock letters or symbols</p>	<p>Random scribbling</p>  <p>Starting point at any point of paper</p>

		Use of Read Write Inc Sounds			
		Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk		
		Use of tricky words			
	Use of Common exception words	said have like so do some some little one were there what went out	he she we me be was you are her all they me	I the to no go into	
	My writing can be read by others. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words	Elements of writing			
	I am starting to use a full stop. I can reread what I have written. I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	I can write simple captions lists to match a picture I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words I can write cvc wrds using some digraphs. I am starting to write ph 3 tricky words	I am working on representing some sounds in order when I sound out. I can write initial and end sounds	I can write my name I can write some recognisable letters when I write
	Elements of Reading				

Reading	<p>I can read accurately by blending sounds in unfamiliar words containing sounds that I have been taught</p> <p>I can read aloud accurately books in my book band.</p> <p>I can re-read books to build up my fluency and confidence.</p>	<p>Reread books to build up confidence and fluency</p> <p>Recall of more tricky words</p>	<p>Segment and blend words in reading book</p> <p>Read simple words and sentences with known letter sounds</p>	<p>Reading letter groups (Digraphs) to represent one sound. Read a few common exception words</p>	<p>Reading initial sounds individual letters</p> <p>Blending sounds into words</p> <p>Oral blending</p>	<p>Understands that print has meaning</p> <p>Knows the names of different parts of a book</p>	<p>Knows that we read from left to right and top to bottom</p> <p>Knows that pages have sequences.</p>	
	<p>I can use the sounds I know to decode words.</p>	<p>Know at least 10 digraphs</p> <p>Read aloud books containing phase 2 and 3 sounds</p>	<p>Read words containing blends</p> <p>cvcc</p> <p>ccvc</p> <p>ccvcc</p>	<p>Read words containing blends</p> <p>cvcc</p> <p>ccvc</p> <p>ccvcc</p>	<p>Can spot and suggest rhymes</p> <p>Can count or clap syllables in words</p>			
	Use and recognition of Read Write Inc Sounds							
	<p>I can recognise quickly the sounds for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>Read Write Inc Set 2 sounds</p> <p>Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>	<p>Read Write Inc Set 1 sounds</p> <p>M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>	<p>Read Write Inc Set 1 sounds</p> <p>M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p>				
	Use and recognition of tricky words							
	<p>I can read year 1 common exception words.</p>	<p>said</p> <p>have</p> <p>like</p> <p>so</p> <p>do</p> <p>some</p> <p>some</p> <p>little</p> <p>one</p> <p>were</p> <p>there</p>	<p>he</p> <p>she</p> <p>we</p> <p>me</p> <p>be</p> <p>was</p> <p>you</p> <p>are</p> <p>her</p> <p>all</p> <p>they</p>	<p>I</p> <p>the</p> <p>to</p> <p>no</p> <p>go</p> <p>into</p>				

		what went out	me		
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Mathematics Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception				Minimum Expectations for Nursery			
COUNTING	<p>Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>Given a number, can identify 1 more and 1 less</p> <p>Counts in multiples of 2s, 5s and 10s</p>	Counts objects, actions and sounds	Knows that the number does not change if simply rearranged	Links cardinal number value	Subitise up to 5 objects	Say number word in sequence	Tag each object with one number word	Knows that the last number counted gives the total so far	Subitise up to 3 objects
COMPARISON	Use language of equal to, more than, less than (fewer), most, least	Can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bigger than 2.		Knows the 'one more than/one less than' relationship between counting numbers		Can compare collections and begin to talk about which group has more things		Can identify groups with the same number of things	
COMPOSITION	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Knows that a number can be partitioned into more than 2 numbers		Can automatically recall number bonds for numbers to 10		Can physically partition a number of things into two groups, and can recognise that those groups can be		Can talk about the different arrangements they can see within the whole	

	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity					recombined to make the same total			
PATTERN	Explore and identify pattern within the number system	Can identify the 'unit of repeat'	Continue a pattern which ends mid-unit	Continue and create more complex patterns (ABC, ABB, ABBC)	Can record the patterns they make by symbolising the unit structure	Talk about and identify patterns in their environment	Continue an ABAB pattern	Create an ABAB pattern	Notice and correct an error in an ABAB pattern
SHAPE, SPACE AND MEASURE	Sound knowledge of 2D and 3D shapes, including rectangles (including squares) circles, triangles cuboids (including cubes), pyramids, spheres	Compose and decompose shapes, recognising that shapes can have shapes within them	Use spatial reasoning skills to create or problem solve	Name and discuss properties of basic 3D shapes	Combine shapes to make new ones	Name and discuss the properties of basic 2D shapes	Identifies similarities between shapes	Explores shapes and the attributes of particular shapes through construction play	Uses the language of position and direction. E.g. position: 'in', 'on', 'under' direction: 'up', 'down', 'across'.
MEASURE	Use and apply in practical contexts, a range of measures, including time.	Recognise the relationship between the size and number of units	Begin to use units to compare things	Begin to use time to sequence events	Compare length, weight, time and capacity	Recognise the specific attributes of (for example) length – that a stick is long; adults are tall.	Can find something that is longer/ shorter or heavier/ lighter than a given reference	Show an awareness of comparison in estimating and predicting	Compare objects relating to size and length

Understanding of the World Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
HISTORY LINKS	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	Can discuss similarities and differences between people in their family.	Can talk about members of immediate family in more detail.	Can talk about past and upcoming events with their immediate family	Can briefly talk about some members of their family	Can talk about any pets they might have	Able to say who they are and who they live with
		Can identify similarities and differences between jobs	Can identify emergency situations and know who to call	Is able to discuss different occupations of family members	Talk about a wider range of occupations (electrician, plumber etc)	Shows an interest in different occupations (nurses, doctor, police, fire...)	
		Sequence family members, explaining who they are and the key differences between what they can/can’t do		Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members, explain who they are (baby, toddler, child, teenager, adult, elderly)	Sequence family members by size and name (baby, child, adult)	
	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences	Compare and contrast characters from stories, sharing similarities and differences		Share some similarities between characters, figures or objects	Share likes and dislikes	Comments on fictional characters in stories	
Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences		Comments on historical figures or objects in non-fiction texts					

	between past and present.					
R.E. LINKS	Describe memories that have happened in their own lives	Comments on pictures of wide range of celebrations (Diwali, Eid, Christmas)	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on recent pictures of celebrations in their own life "This was me celebrating Diwali"	Comments on recent pictures of celebrations in their own life "This was me celebrating Diwali"	Comments on recent pictures of experiences in their own life "This is me on the farm..."
	Can recognise name and describe religious places	Knows why religious venues are special and who goes there	Can name different religious venues-Church, Mosque and Gurdwara as a minimum		Can name different religious venues-Church, Mosque and Gurdwara as a minimum	
	Describe the main beliefs of a religion. Describe the main festivals of a religion.	Can articulate what others celebrate and begin to explain		Developing positive attitudes about differences between people	Developing positive attitudes about differences between people	Knows that there are differences between what people believe
GEOGRAPHY LINKS	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features	Can use maps to locate objects in 'real life'	Identifies features on a simple map (trees, house, river, mountain)	Identifies features on a simple map (trees, house, river, mountain)	Knows what a map is used for
	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a	Can name the 4 countries of the UK and at least 2 other countries	Knows that 4 countries make up the UK and can name at least 1 other country		Knows that there are different countries in the world	Knows that we live in Rainford which is in England
		Can identify similarities and differences between homes and other countries	Can identify similarities and differences between home and our country	Knows that different countries have different homes	Can explain features of other homes	Knows where they live (house, bungalow, flat)

	contrasting country.	Make comparisons between life for children in different countries		Explains how life may be different for other children	Explains how life may be different for other children	Can articulate what daily life is like in our country	
	Observe the natural and humanly constructed world around them	Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live	Talk about local environments (their road, the park, the library, Rainford)	Talk about local environments (their road, the park, the library, Rainford)	Talk about what they see in their own environment (school/home) using a wide vocabulary	
SCIENCE LINKS	Explores the world around them, asking how and why Q's.	Explores the natural world around them	Talks about differences between materials and changes they notice		Explore collections of materials, identifying similar and different properties		Explore collections of materials
		Explain what their five senses are		Can name their five senses	Can name their five senses	Uses senses in hands on exploration	
	Notices links between cause and effect (speed, shape, direction and magnetism).	Explores non-contact forces (gravity and magnetism)		Explores and talks about forces (push and pull)	Explores and talks about forces (push and pull)	Explores how things work	
	Identify seasonal weather patterns	Understands the effect of seasons on the natural world, discussing when and how things grow		Names and orders seasons	Can identify what you need to wear for each season and why	Understands that the weather changes and that in different countries you have different weather	
	Observe the natural and humanly constructed world around them.	Understands the need to respect and care for the natural environment and all things	Can talk about different life cycles	Can say what plants need to survive	Can explain the life cycle of a plant and butterfly	Plant seeds and cares for growing plants with support	Understands the difference between plants and animals
	Uses various tools such as brush, pens, stamps, eraser and shapes.	Uses various tools such as brush, pens, stamps, erasers and shapes with support		Selects brushes, colours and rubbers when drawing on paint software	Selects brushes, colours and rubbers when drawing on paint software		

COMPUTING LINKS		Children can independently change games or increase levels of difficulty on games		Can play simple games on the IWB by dragging and dropping items	Can play simple games on the IWB by dragging and dropping items	
		Erases content and understands how to charge cameras	Children can edit photos	Children can record videos on the camera	Children can take photos on the camera	Children can switch a camera on and off
	Identify which things count as personal information. Asks for help when they need it.	Children know what personal information is and know that it should not be shared online		Children know to ask for help if needed.		

Expressive Arts and Design Progress Model for Knowledge and Skills

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.

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
PAINTING	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Able to mix primary colours to make secondary colours	Able to mix primary colours to make secondary colours	Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Can use thin brushes to add detail	Can use thick brushes	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand
	Print with a variety of resources	Create patterns or meaningful pictures when printing		Print with small blocks, small sponges, fruit, shapes and other resources	Print with small blocks, small sponges, fruit, shapes and other resources	Print with large blocks and larger sponges	
DRAWING	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they’re drawing	Draws potato people (no neck or body)	Draws potato people (no neck or body)	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.
	Children draw portraits, detailed pictures,	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children are able to draw simple things from memory	Children are able to draw simple things from memory	Children are able to draw things that they observe	

	landscapes, buildings and cityscapes						
COLLAGE	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Use glue sticks and glue spatulas independently	Use glue sticks and glue spatulas independently	Use glue spatulas with support	Use glue sticks with support
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Adds other materials to develop models (tissue paper, glitter...)	Adds other materials to develop models (tissue paper, glitter...)		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Make collages and mosaics using different materials Weaves items	
SCULPTURE	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play	Builds simple models using walls, roofs and towers.	Builds simple models using walls, roofs and towers.	Builds walls to create enclosed spaces	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions	Makes something that they give meaning to	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes marks in clay	Explores clay
	Expresses their opinion	Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’	Talks about how music makes them feel	Talks about how music makes them feel	Talks about how music makes them feel	Responds to music	Enjoys listening to music

MUSIC	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	
SINGING AND DANCING	Put a sequence of actions together	Learns longer dance routines, matching pace		Learns short routines, beginning to match pace	Learns short routines, beginning to match pace	Copies basic actions	Moves to music
	Begin to improvise independently to create a simple dance	Replicates dances and performances		Shares likes and dislikes about dances/performances	Watches dances and performances	Beginning to watch performances for short periods of time	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody	Sings in a group, trying to keep in time	Sings in a group, trying to keep in time	Sings in a small group	Knows some words when singing
ROLE PLAY	To take part in a simple role play of a known story	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	Uses own experiences to develop storylines	Uses own experiences to develop storylines	Plays with familiar resources	
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	Participates in small world play related to rhymes and stories	Participates in small world play related to rhymes and stories	Simple small world (farm, cars, trains, dolls)	

INDEPENDENCE	Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child
		Returns to work on another occasion to edit and improve	Creates their own piece of art and begins to self-correct any mistakes	Creates their own piece of art and begins to self-correct any mistakes	Creates their own piece of art and gives meaning	Creates their own piece of art
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further	Works with a friend, copying ideas and developing skills together	Works with a friend, copying ideas and developing skills together	Children work independently to develop basic skills	
RESOURCES (NOT LIMITED TO)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay,	Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	

				sponges, scissors, IWB	
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