



			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Nursery	Development Matters (3-4 Years)	Listening, Attention and Understanding Children begin to listen when somebody else speaks. Children can follow some simple instructions, Eg. Sit down. Children listen to songs and rhymes, joining in with actions. Children build vocabulary by listening and joining in with key stories. Speaking Children respond to social phrases such as register time, good morning, good afternoon, thank you. Children use vocabulary linked to 'This is Me' including 'eyes', 'nose', 'mouth', 'hair'. Rhymes – short sentences and slower pace • Baa Baa Black Sheep • Twinkle, Twinkle • Humpty • Row, Row, • Rain, Rain • Pat a cake • Little Miss Muffett • Jack and Jill • Polly put the kettle.	Listening, Attention and Understanding Children listen to stories and songs with interest and engagement. Children focus on the story and speaker. Children learn good sitting, good listening, good looking and good talking prompts. Children can understand 'what' questions. Speaking *Children know and retell some parts of the story 'The Pirates on the Bus.' *Children use short sentences to explain thinking. *Children use a wide range of words in context. *Children use vocabulary linked to the theme of 'Fantastic Festivals' including 'celebrate', 'decoration', 'Diwali', 'Christmas'. Rhymes – short sentences and slower pace • Baa Baa Black Sheep • Twinkle, Twinkle • Humpty • Row, Row, • Rain, Rain • Pat a cake • Little Miss Muffett • Jack and Jill • Polly put the kettle.	Listening, Attention and Understanding Children enjoy listening to longer stories and can remember much of what happens. Children understand and answer 'what' and 'where' questions. Children begin to follow two part instructions Speaking Children know and retell some parts of the story 'The Gruffalo's Child'. Children are able to explain what they can see, hear and feel in Winter. Children will know and use vocabulary linked to their theme 'Dinosaurs' including some dinosaur names, "tail", 'spikes', 'horn' 'huge' Action Songs • Brush your teeth • Head, shoulders, knees and toes, if you're and you know it. • Sleeping Bunnies • Wind the Bobbin Up • The Farmer's in his Den	Listening, Attention and Understanding Children can respond to their name when engaged in a different activity. Children understand, use and answer 'when' and 'who' questions. Speaking Children will know and retell some parts of the story 'Alien's Love Underpants.' Children are able to explain what they can see, hear and feel in Spring. Children can use talk when organising play with their friends. Children can use vocabulary linked to Space learning, such as 'Earth', 'Astronaut', 'Rocket', 'crater'. Rhymes containing longer sentences *The Grand Old Duke of York. *This Little Piggy Went to Market. *The Bear Went Over the Mountain. *Down in the Jungle. *Incy Wincy Spider *I'm a Little Teapot *The Wheels on the Bus *Old MacDonald *Miss Polly had a Dolly *Mary had a Little Lamb	Listening, Attention and Understanding Children begin to pay attention to more than one thing at a time. Children can join in with familiar stories, when read by an adult. Children can use 'why' questions when asking about something they want to know. Speaking Children will know and retell some parts of the story 'We're Going on a Bear Hunt.' Children can use vocabulary linked to seaside learning such as 'island', 'sand', 'rockpool', 'waves' Children begin to express a point of view. Children can start a conversation with an adult or friend and continue it for many turns. Counting Songs (For all of Summer Term) *One Finger, One Thumb *Two Little Dickie Birds *Three Blind Mice *1,2,3,4,5 Once I Caught a Fish Alive *Five Little Speckled Frogs *Five Little Ducks *Five Little Men on a Flying Saucer *Five Current Buns *Five Little Monkeys	Listening, Attention and Understanding Children can pay attention to more than one thing at a time with some consistency. Children can understand and answer a question or instruction that has two parts. Children can understand and answer 'why' questions. Speaking Children will know and retell some parts of the story of 'The Hungry Caterpillar'. Children can use vocabulary linked to 'People Who Help Us' such as 'police', 'ambulance', 'doctor' 'dentist', 'hospital' 'fire engine', 'emergency'. Children are sometimes able to explain why they disagree with other person. Children can discuss familiar books freely. Counting Songs (For all of Summer Term) *One Finger, One Thumb *Two Little Dickie Birds *Three Blind Mice *1,2,3,4,5 Once I Caught a Fish Alive *Five Little Speckled Frogs *Five Little Ducks *Five Little Men on a Flying Saucer *Five Current Buns *Five Little Monkeys
			<u>Observational End of Year Checkpoint:</u> To hold a conversation with a friend for a number of turns. To understand and follow a three-part instruction. To listen to a story in a whole class situation and be able to discuss familiar books. To answer Why? What? Who? and When? Questions. To know at least 10 nursery rhymes. To use longer sentences of 4-6 words.					

Reception	Development Matters (Reception)	<u>Listening, Attention and Understanding</u> *Children will listen carefully to a story. *Children will join in with repeated refrains in a story. *Children will ask and answer ‘<u>what</u>’ questions. <u>Speaking</u> *Children will know and retell ‘The Gingerbread Man’. *Children will know and use vocabulary linked to their theme ‘This is Me!’ including ‘special’, ‘similar’, and ‘different’. Rhymes – Recap those that are familiar from Nursery, especially Spring/Summer term.	<u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask and answer ‘<u>who</u>’ questions. <u>Speaking</u> Children will know and retell ‘Class Three All at Sea’, altering key details. Children will know and use vocabulary linked to their theme ‘Fantastic Festivals!’ including ‘tradition’, ‘Diwali’, ‘Nativity’ Rhymes – variations of songs from Nursery • Twinkle, twinkle chocolate bar • Incy, wincy spider climbed up a wall • Baa Baa Blue Sheep	<u>Listening, Attention and Understanding</u> Children will talk about main events in a story, including key vocabulary that they can recall. Children will ask and answer ‘<u>when</u>’ questions. <u>Speaking</u> Children know and retell in detail the story of ‘Tom and the Island of Dinosaurs’. Children know and use vocabulary linked to ‘Dinosaurs’ including ‘herbivore’, ‘carnivore’, ‘extinct’. Children will express ideas using past and present tense. Rhymes – Counting Songs • 1,2, Buckle my Shoe • Ten Green Bottles • Ten in the Bed • Ten fat Sausages • This Old Man • One Potato, Two Potato • One Finger, One Thumb	<u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask and answer ‘<u>where</u>’ questions. <u>Speaking</u> Children will know and retell ‘Whatever Next!’ in detail and using key vocabulary in story. Children know and use vocabulary linked to ‘Space!’ including ‘planets’, ‘stars’, ‘astronauts’, ‘gravity’. Children will express ideas using past and present tense. Rhymes – Complex Language • Mary, Mary Quite Contrary • Goosey Goosey Gander • The Big Ship Sails • I Know an Old Lady • Dr Foster went to Gloucester • When Goldilocks went to the House of the Bears • Old Mother Hubbard • There was Princess Long Ago	<u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences (‘This Tree is Just For Me’). Children will ask and answer ‘<u>why</u>’ questions. <u>Speaking</u> Children will know and retell in detail ‘The Lighthouse Keeper’s Lunch’ with expression and using key vocabulary from the story. Children will know and use vocabulary linked to their theme ‘Seasides’ including ‘lighthouse’, ‘sea’, ‘beach’, ‘Lifeboat’. Children will express ideas using past, present and future tense. Rhymes – Cultural • Frere Jacques • Oranges and Lemons • London Bridge is Falling Down	<u>Listening, Attention and Understanding</u> Children will ‘hot seat’ characters from a story (Peter Rabbit/ ‘Superworm’). Children will ask and answer ‘<u>how</u>’ questions. <u>Speaking</u> Children will know and retell in detail ‘Peter Rabbit’ with expression and using key vocabulary from the story. Children will know and use vocabulary linked to their theme ‘People Who Help Us’ including ‘ladder’, ‘fire engine’, ‘ambulance’, ‘emergency’ Children will express ideas using past, present and future tense. Rhymes – Cultural • The Animals Went in Two by Two • Jambo • Bobby Shafto’s Gone to Sea
		Links to Year 1 – Use of story language, beginning, middle and endings. -Introduction to story mapping central to ‘Talk for Writing’ scheme which is used in Year 1 and throughout the school -Focus on full answers to questions, particularly within ‘Six Stories’ links to Year 1 ‘Tell Me Why?’ sessions where complete and in depth answers to questions scaffolded and encouraged. -Focus on full answers to questions supports teaching of conjunctions.					
ELGS <u>Listening, Attention and Understanding:</u> 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. <u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. with modelling and support from their teacher.							



Personal, Social and Emotional Development	Nursery	Development Matters (3-4 years)	Making Relationships Children know who their key adults are. Children know the names of some of the other children in their class. Children can play alongside other children. Managing Self Children begin to follow class rules and routines -Looking eyes -Stop signal -Listening ears Children can communicate a need to go to the toilet. Children begin to use the toilet with increasing independence. Children can wash hands after going to the toilet, with support. Self-Regulation Children can separate from main carer calmly. Children know the vocabulary associated with key feelings – happy, sad.	Making Relationships Children know how to play partner games, with support. Children start to play with other children, with some support. Children begin to understand what sharing is. Managing Self Children know how to look after resources using the rhyme 'Choose it, use it, put it away'. Children know to drink water to be healthy. Self-Regulation Children know which adults can help them in nursery. Children begin to arrive at school confidently.	Making Relationships Children begin to play with other children, extending their ideas. Children are to develop appropriate ways of being assertive. Managing Self Children can begin to find solutions to conflicts. Children can increasingly follow rules, understanding why they are important. Children are able to wash their hands after going to the toilet, with growing independence. Self-Regulation Children know when to approach an adult for help. Children know the vocabulary associated with key feelings – angry, worried.	Making Relationships Children know ways in which they can solve a problem they are having with a friend and use them independently, some of the time. Managing Self Children can wash and dry their hands independently after going to the toilet. Children can tidy up the area they have finished working in, with just a little bit of help when they need it. Children can make healthy choices when they eat. Self-Regulation Children know the vocabulary associated with key feelings – angry, worried, excited. Children describe how a character in a familiar book feels.	Making Relationships Children develop their sense of responsibility and membership of a community. Children play with one or more other children, extending and elaborating play ideas. Managing Self Children can select and use activities and resources as independently as possible. Children can make healthy choices about activities they take part in. Children can go to the toilet independently. Self-Regulation Children can describe how a character in a familiar book feels.	Making Relationships Children know what makes a good friend. Children can talk with others to solve simple conflicts. Managing Self Children can remember and follow rules, most of time, without needing an adult to remind them. Children can talk about the importance of looking after their teeth. Self-Regulation Children are sometimes able to identify their own emotions. Children are sometimes able to identify the emotions of others. Children are able to talk about ways in which they can feel calm.
			<u>Observational End of Year Checkpoint:</u> To identify own emotions. To begin to understand how others are feeling. To select and tidy resources. To be confident within the wider school. To be able to play co-operatively within their friendship group extending and elaborating play ideas. To know ways conflicts can be solved with others. To understand why rules are important and follow them most of the time, with support when needed.					



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Reception	Development Matters (Reception)	<u>Building Relationships</u> *Children will know how to treat others in our class and learn about our 'Be' statements, with an emphasis on 'Be Kind'. <u>Managing Self</u> *Children will understand that trying to complete tasks, even when they are tricky, will help them to be independent learners. <u>Self-Regulation</u> *Children will see themselves as unique by sharing information about their families and interests.	<u>Building Relationships</u> *Children will be able to identify their trusted adults/friends. <u>Managing Self</u> *Children will know and understand the school rules 'Be Kind', 'Be Safe', 'Be Respectful', 'Be Forgiving'. *Children will know how regular exercise is important for their health. <u>Self-Regulation</u> *Children will know how to be helpful by taking on jobs such as tidying up.	<u>Building Relationships</u> *Children will begin to express their feelings in a controlled manner, with support where needed. <u>Managing Self</u> *Children will know how healthy eating is important for their health. <u>Self-Regulation</u> *Children will be familiar with 'The Colour Monster', the emotions discussed and describe the outward signs that someone may be feeling a certain way.	<u>Building Relationships</u> *Children will be able to describe what makes a good friend including attributes such as listening / sharing. <u>Managing Self</u> *Children will know how regular teeth brushing is important for their health. <u>Self-Regulation</u> *Children will know how to make the right choice and be able to talk about the consequences for themselves and others of not doing so.	<u>Building Relationships</u> *Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. <u>Managing Self</u> *Children will know about the importance of a good sleep routine for their health. <u>Self-Regulation</u> *Children will know to independently use the calm corner when they are feeling unsettled/upset/angry.	<u>Building Relationships</u> *Children will be confident when resolving a problem by talking it through with a friend or adult (Ruby's Worry). <u>Managing Self</u> *Children will know how to be a safe pedestrian and why this is important. <u>Self-Regulation</u> *Children will know how to overcome challenges, using books such as 'Ambrose Goes for Gold'. Children will set simple goals for their next class
		<u>Links to Year 1</u> -Use of Calm Corner continues into Year 1, with an ongoing expectation for children to use it independently to regulate their emotions. Self-help posters placed on walls which encourage techniques practiced through videos and explicit teaching in Reception. -Introduction to healthy food choices is built upon when children in Year 1 explore food plates and different categories of food. -Pedestrian Training takes place in Year 1 which builds upon knowledge taught in Reception. -The message of perseverance explored in Izzy Gizmo in Reception is built upon in Year 1 lessons such as sewing and skipping. Messages are reinforced and put into practice. -School Rules continued to be referred to, taught and practiced throughout school.					
<u>ELGS</u> <u>Self-Regulation:</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self:</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships:</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.							



Physical	Nursery	Development Matters (3-4 Years)	Gross Motor Children take part in activities to strengthen their upper body and hand muscles.. Children can walk up steps one foot at a time. Children can sit on tricycles and wheeled toys with some understanding of how to move. Children are beginning to skip, hop, stand on one leg and hold a pose Fine Motor Children can use one-handed tools with hand over hand help. <i>Children can make vertical line movements (Squiggle)</i> Children can hang their coat up on their peg and remove it.	Gross Motor Children run safely in a large area, responding to 'stop' and 'go'. Children jump off a small step independently. Children follow instructions to make various body shapes eg, curl up, tall... Children move across planks with support. Children crawl through a tunnel with support. Fine Motor Children can use paintbrushes and giant chalks with increasing degrees of accuracy. <i>Children can make horizontal line movements (Squiggle)</i> Children can put on / take off their coat. Children begin to pull up and take down own zip.	Gross Motor Children begin to roll a ball accurately. Children are able to put together a short sequence of movement. Fine Motor Children begin to use one-handed tools with increasing independence. Children to hold and use scissors with one hand. <i>Children to begin to cross the midline when making vertical and horizontal movements (Squiggle)</i> Children to pull up and take down own zip independently.	Gross Motor Children can balance across a wide bench, independently. Children can attempt to skip, hop and stand on one leg. Children can remember a sequence of movements to a song or rhyme. Children will know how to climb using alternate feet. Fine Motor Children can make snips in paper with scissors. <i>Children can make circular and arch movements (Squiggle)</i>	Gross Motor Children are able to hold a pose for at least five seconds in a game like musical statues. Children can independently choose the right resource to carry out a plan. Fine Motor Children begin to use a comfortable grip when holding pens and pencils. Children begin to fasten a zip. <i>Children to make upside down arches and hook movements (Squiggle)</i>	Gross Motor Children develop their movement when riding scooters, trikes and bikes. Children can catch a small ball and throw to a friend. Children can choose different ways to move around a space. Children begin to create their own activities and work together in a group to complete them. Children can collaborate with others to manage large items, such as large planks and hollow blocks. Fine Motor Children can hold scissors correctly and cut basic lines and shapes. Children form the first letter of their name correctly. <i>Children to make precursive spirals and laid down eights (Squiggle)</i>



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		<u>Observational End of Year Checkpoints:</u> To move in different ways. To complete a pattern of movement in response to music. To be able to catch a small ball and throw to a friend. To take part in group activities which involve choosing and managing small and large resources safely. To be able to put own coat on and off. To hold scissors correctly and cut basic shapes. To draw a representation of something or someone.					
Reception	Development Matters (Reception)	<u>Gross Motor</u> Children will know how to hop, skip and jump confidently. <u>Fine Motor</u> Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the letters m,a,s,d.	<u>Gross Motor</u> Children will know how to balance in different ways on the beam. <u>Fine Motor</u> Children will know how to do up and undo some buttons. Children will know how to correctly form the letters t, i, n, p, g, o.	<u>Gross Motor</u> Children will know how to kick and pass different sized balls. <u>Fine Motor</u> Children will know how to use a knife and fork. Children will be able to independently zip up their coat. Children will know how to correctly form the letters c, k, u, b, f, e.	<u>Gross Motor</u> Children will be able to move along to music, both mirroring and making up their own dances. <u>Fine Motor</u> Children will know how to use two-hole scissors to make snips and cut along lines, including curved lines, on paper. Children will know how to correctly form the letters l, h, r, j, v, y.	<u>Gross Motor</u> Children will be able to access the climbing equipment on the playfield. They will be able to pull themselves up. <u>Fine Motor</u> Children will know how to thread. Children will know how to correctly form the letters w, z, x, q.	<u>Gross Motor</u> Children will create and access obstacle courses. <u>Fine Motor</u> Children will be able to use accuracy and care when drawing. Children will know how to correctly form some capital letters.
Links to Year 1		*Teaching correct letter formation supports Year 1 move to pre-cursive writing *Threading strings and pipe cleaners supports skills needed for sewing in Year 1. *PE curriculum is progressive and basic throwing, kicking and catching skills are built upon within small team games.					
<u>ELGS</u> <u>Gross Motor:</u> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor:</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.							



Literacy	Nursery	Development Matters (3-4 Years)	Reading Children begin to listen to stories/poems 1:1 or in a small group. Children show interest in words and pictures in books and in the environment. Children can: -Listen to sounds around them. -Start to identify specific sounds in the environment -Talk about sounds they hear and compare them. Children know that a book is read from left to right. Children appreciate and listen to stories in a small group. Make correct sounds with their voice in response to stories read.	Reading Children start to notice rhyming words in stories/nursery rhymes. Children start to notice and join in with repeats/refrains in story books. Children start to clap out syllables in words, with support. Children start to develop play around stories and props. Children select books and enjoy them independently. Children know a range of familiar signs. Children engage in conversations about familiar stories.	Reading Children know print has different purposes by exploring menus, magazines, newspapers, labels. Children can read and re-read a selection of books to develop understanding and learn new vocabulary. Children can find the word that doesn't rhyme from a choice of three. Writing Children will know how to draw circles.	Reading Children to turn pages of a book, one at a time. Children to clap out syllables in words independently. Children to be able to identify a rhyming word in a familiar text. Children to engage in conversations about interesting pictures, using some vocabulary that has been recently introduced to them. Children to identify the letter (capital) that their name begins with, independently. Writing Children to use their knowledge of print and mark making to create messages and lists, perhaps relating to classroom role play areas. Children to begin to form the first letter of their name with some accuracy.	Reading Children know text is read from left to right, top to bottom. Children can turn pages one at a time. Children can recognise some words with the same initial sound. Children can count out syllables in a word. Children begin to recognise their name within a group of other names. Children begin to make links between graphemes and phonemes (m,a,s,t,d,i,n) Writing Children use their knowledge of print and mark making to create messages and lists, perhaps relating to classroom role play areas. Children attempt to copy their first name.	Reading Children name the different parts of a book. Children can suggest a rhyming word. Children can engage in extended conversations about interesting stories, using some vocabulary that has been recently introduced to them. Children begin to make links between graphemes and phonemes (p,g,o,c,k) Writing Children can write some or all of their name. Children can write some of their letters accurately (m,a,s,t,i,n).
			<u>Observational End of Year Checkpoints:</u> To know that text is read from left to right, top to bottom. To suggest a word that rhymes with a CVC word. To engage in extended conversations about stories, using new vocabulary. To use some print and letter knowledge in early writing. To write all of their first name. To write some letters accurately. To be able to orally blend CVC words confidently and segment them with support.					



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	Reception	Development Matters (Reception)	Comprehension Children will engage in extended conversations about stories, learning new vocabulary. Word Reading Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g. Children will hear and identify initial sounds in words. Children will know tricky red words l, the, go. Writing Children will know how to correctly form the letters m,a,s,d. Children will know how to write their name.	Comprehension Children are able to follow a story without pictures or props. Word Reading Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x. Children will blend known sounds in words. Children will know tricky red words to, into, no. Writing Children will know how to correctly form the letters t, i, n, p, g, o. Children will know how to write initial sounds and CVC words.	Comprehension Children will retell stories and narratives using a Talk for Writing approach. Word Reading Children will read and correctly form the sounds qu, ch, th, sh, ng, nk. Children will blend known sounds in words. Children will know tricky red words he, she, me, we, be. Writing Children will know how to correctly form the letters c, k, u, b, f, e. Children will know how to write a short phrase.	Comprehension Children will anticipate key events in stories. Word Reading Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). Children will blend known sounds in words. Children will know tricky red words of, you, they, said, my, be. Writing Children will know how to correctly form the letters l, h, r, j, v, y. Children will be able to spell CVCC and CCVC words correctly.	Comprehension Children will retell stories and narratives including detail and recently introduced vocabulary. Word Reading Children will read and correctly form the sounds ar, or, air, ir, ou, oy. Children will blend known sounds in words. Children will know tricky red words want, going, like, come Writing Children will know how to correctly form the letters w, z, x, q. Children will know how to write a sentence independently.	Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment. Word Reading Children will sound and blend words with RWI set 1 and 2 sounds. Children will know tricky red words have, what, some, one Writing Children will know how to correctly form some capital letters. Children will know how to read what they have written to check it makes sense.
Links To Year 1		*Program of Read Write Inc. continues into Year 1 and 2, followed by Read Write Inc comprehension and Read Write Inc Get Spelling as the children get older. Fidelity to the scheme ensures seamless progression through sounds and high frequency words – both reading and writing skills. *Reception goal of building confidence in writing independently leads to children writing without fear and ensuring that next steps in grammar and punctuation can then be taught to improve children’s writing further.						
ELGS Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading: 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. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.								



Maths	Nursery	Development Matters (3-4 Years)	Children react to changes in amounts through song and rhyme. Children can subitise to two. Children are able to rote count to five. Children identify heavy and light objects. Children sort objects by colour. Children identify and describe some patterns they see – stripes/spots. Children know when a container is full.	Children count during play, starting at one. Children join in counting forwards and backwards to five. Children begin to count actions. Children begin to recognise that anything can be counted. Children can copy 'I can see 1, 2, 3' when subitising. Children recognise 1,2 and 3 in familiar tales. Children copy fingers to represent one, two and three. Children experiment with own symbols and marks Children will identify a circle, square and triangle and use language including sides, corners and straight, flat. Children can use shapes for building thinking about their properties e.g. flat sides for stacking Children can discuss routes and locations- positional language	Children can subitise to 3 accurately when looking at irregular arrangements. Children can join in with and predict what comes next in a story or rhyme (repeats) Children begin to arrange items in their own patterns. Children use positional language with increasing accuracy. Children know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).	Children to talk about the composition of 1, 2 and 3. Children to link the numerals 1, 2 and 3 to the correct amount. Children to show finger numbers up to 5. Children to describe routes and locations using the words 'on top', 'under', 'next to', 'in front' and 'behind'. Children to create own line patterns and pattern arrangements.	Children can take up to 3 objects from a group of larger objects. Children to combine shapes to make new ones – an arch, a bigger triangle etc. Children can create an AB pattern. Children are able to look at larger arrangements and can subitise to 3 within those arrangements. Children can recite numbers past 5.	Children are able to notice an error in an AB pattern. Children can link the numerals 1, 2, 3, 4 and 5 to the correct amount. Children can talk about the composition of 1, 2, 3, 4 and 5. Children can take up to 5 objects from a larger group of objects. Children can solve simple real-world mathematical problems with numbers up to 5.
			<u>Observational End of Year Checkpoints:</u> To subitise amounts to three. To recite numbers past five. To use 1:1 counting to five. To link numerals and amounts to five. To solve real world mathematical problems with numbers to five. To describe routes and locations. To make comparisons between objects relating to weight and capacity. To create ABAB patterns and notice an error. To begin to describe a sequence of events such as first, then.					



Early Years Progression Document

Reception	Development Matters (Reception)	<u>Number and Numerical Patterns</u> Children will be able to count actions, objects and sounds. Children will represent, compose and compare numbers to 3. Children will subitise to three confidently. Children will match and sort. Children will make AB and begin to make ABC patterns. <u>Shape, Space and Measure</u> Children will compare amounts and sizes of objects.	<u>Number and Numerical Patterns</u> Children will represent, compose and compare numbers to 5. Children will identify one more and one less within 5. <u>Shape, Space and Measure</u> Children will use directional/positional language including forwards, backwards, turn, under, over, around and through. Children will explore length and mass.	<u>Number and Numerical Patterns</u> Children will represent, compose and compare numbers to 10. Children will know number bonds to 4. Children will subitise to five confidently. <u>Shape, Space and Measure</u> Children will identify and describe circles, triangles, squares and rectangles. Children will identify a cube, sphere, cylinder and cone. Children will explore time.	<u>Number and Numerical Patterns</u> Children will know number bonds to 5. Children will combine 2 groups. Children will begin to learn subtraction facts using numbers to five. Children will count forwards and backwards within 10. <u>Shape, Space and Measure</u> Children will make ABB/AAB repeated patterns. Children will explore money.	<u>Number and Numerical Patterns</u> Children will subitise to ten. Children will make pairs. Children will verbally count beyond 20. Children will double within 10. <u>Shape, Space and Measure</u> Children will match patterns using tangrams and shapes. Children will explore capacity.	<u>Number and Numerical Patterns</u> Children will equally share into two groups. Children will identify even and odd numbers up to 10. Children will build and identify numbers to 20. Children will order numerals to 20. <u>Shape, Space and Measure</u> Children will explore money. Children will understand symmetry and create symmetrical patterns.
		Links t Year 1	*Focus on subitising and the ‘what do you see, how do you see it approach’ ensures mental maths skills are developed enough so that simple maths problems in Year 1 can be solved independently. *Counting forwards and backwards and finding one more and one less continues in Year 1 with larger numbers. *Introduction of part, part, whole model, as well as the lessons spent on ‘building numbers’ feed into the use of ‘part, part; whole in Year 1. *Number lines used to recognise each number to ten in order and find one more and one less, introduces children to the number lines that they will use in Year 1 and above to help them add/subtract etc. *Introduction to teen numbers as tens and ones leads into first Year 1 Maths unit. *Introduction to measure and the vocabulary around it ensures children are confident with concept of length, weight and capacity ready for lessons taught in Year 1. *Sorting activities support Year 1 work sorting shapes by properties.				
ELGS <u>Number:</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Numerical Patterns:</u> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.							



Understanding the World	Development Matters (3 -4 Years)	History	Past and Present Children know that they were once a baby.	Past and Present Children know about Poppy Day and Bonfire Night and some of the ways in which they are celebrated.	Past and Present Children to know that dinosaurs lived a long time ago.	Past and Present Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.		Past and Present Children will find out about Summer and know before it was Spring and next it will be Autumn, then Winter.
		Geography	The Natural World Children to become familiar with the nursery environment	People, culture and Communities Children know that a globe represents the world and that people live in different countries.	<u>The Natural World/People, Culture and Communities</u> To know that there are different countries around the world and talk about what they have seen or experienced in different photos and videos (link to Lunar New Year).	<u>The Natural World/People, Culture and Communities</u> Children to know that there are different countries in the world and talk about the differences they have experienced or seen in photos and videos (link to Holi).	<u>The Natural World/People, Culture and Communities</u> Children begin to understand the need to respect and care for the natural environment and all living things. Children can explore materials that might come from the seaside. Children know that there are different countries in the world and talk about the differences they see.	<u>The Natural World</u> Children can talk about how we can look after the world around us. Children can name some features of the school environment.
		Science	<u>The Natural World</u> Children can describe some of the changes that happen in Autumn. Children can talk about natural materials found during Autumn. Children to explore changes in porridge oats when cooked/uncooked. Children to explore how things work (wind up toys, pop-up toys etc).	<u>The Natural World</u> Children to explore magnets –attraction and repulsion. Children to explore natural materials such as shells, rocks and pebbles and talk about what they see.	<u>The Natural World</u> Children to explore a range of rocks and fossils and comment on what they notice. Children will know how materials change when melting. Children to be able to name different body parts.	<u>The Natural World</u> Children to know that we live on Planet Earth. Children to go on an ‘Earth Walk’ to talk about and collect some natural objects that they find outside. Children to talk about natural objects and begin to sort them into different categories. Children to explore light, dark and shadows.	<u>The Natural World</u> Children understand the key features of the life cycle of a frog and bean plant. Children can plant seeds and care for growing plants. Children explore and talk about sinking and floating.	<u>The Natural World</u> Children can understand the key features of the life cycle of a butterfly. Children can observe and talk about what happens when a plant grows. Children explore the different minibeasts in the outdoor area. Children can explore sinking and floating.



		RE	<u>People, Culture and Communities</u> Children can talk about and name members of their family. Children to become familiar with adults in nursery and the other children that learn there. Children know that families can look different. Children can describe themselves (hair/eye colour) Children know some ways in which Harvest Festival is celebrated.	<u>People, Culture and Communities</u> Children know and explain some of the ways in which some people celebrate Diwali. Children know and explain some of the ways that some people celebrate Christmas. Children know that Christmas is celebrated in different ways around the world.	<u>People, Culture and Communities</u> Children to continue to develop positive attitudes about the differences between people and communities. Children to know some ways in which Lunar New Year is celebrated.	<u>People, Culture and Communities</u> Children to continue to develop positive attitudes about the differences between people and communities. Children to know that Holi is a festival of colour that some people celebrate. Children to know that Easter is a festival that people who go to Church celebrate. Children to know that Christians believe that Jesus came back to life at Easter.	<u>The World</u> Children begin to understand the need to respect and care for the natural environment and all living things. (Bible Stories Link – Noah’s Ark/Creation).	<u>People, Culture and Communities</u> Children show interest in different occupations.
		Computing	<u>Technology</u> Children can use a magnifying glass.	<u>Technology</u> Children know how to use the interactive whiteboard.	<u>Technology</u> Children to use a lightbox to explore x-rays, commenting on what they notice.	<u>Technology</u> With support, children will learn how to create digital art on the Ipad.	<u>Technology</u> Children can take a picture of themselves using an Ipad.	<u>Technology</u> Children can take photos on the I-pad of nature finds. Children explore how some mechanical equipment works.
			<u>Observational End of Year Checkpoints:</u> Be able to talk about own life story and family history. To understand that the natural environment needs to be respected and cared for. To be able to talk about what they see, using interesting vocabulary. To talk about the differences in materials and changes that have been noticed. To know that there are differences between people, families and communities.					



Reception - Development Matters (Reception)	History	Past and Present Children will know how they have changed from being a baby to being 4/5.	Past and Present Children will know that Remembrance Day is to remember soldiers who died in wars. Children will learn about Guy Fawkes and why we celebrate Bonfire Night.	Past and Present Children will look at images of dinosaurs from the past and identify similarities and differences. Children will discuss the differences between the dinosaur world and the world we live in.	Past and Present Children will learn about astronauts from the past and present.	Past and Present Children will know who Grace Darling is and why she is important. They will describe differences about Grace's world and the world they live in. Children will look at images of seaside holidays from the past and present and identify similarities and differences.	Past and Present Children will know that the past is anything before the current day. Children will now that the present is now.
	Links to Year 1	*Basic timeline of events covered (particularly growth of a human) feed into timelines created in Year 1 and throughout school. *Use of fact books (dinosaur/space topics in particular) and 'ask a question' activity feeds into Year 1 work of using sources of information to find information/ask questions. *Topic discussing differences between then and now (Grace Darling/Dinosaurs/seaside) feeds into Great Fire of London Topic looking at equipment/houses etc. then and now. *Remembrance Day taught throughout school, progressively describing more detail and gathering more thoughtful ideas about impact. *Emergency Service topic links to Great Fire of London.					
	Geography	People, Culture and Communities / The Natural World Children will identify typical weather in Autumn. 'Coming to England' book explored – compare England with the island of Trinidad.	People, Culture and Communities / The Natural World Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world – some will be identified to explore (child-led). Children will learn about where places of interest are on a map. Treasure Maps to be created – differences in an island environment/where they live explored.	People, Culture and Communities / The Natural World Children will learn about China and some of the interesting features there. Comparisons with England will be made. Children will identify typical weather in Winter.	People, Culture and Communities / The Natural World Children will identify typical weather in Spring. Children will learn about India and some of the interesting features there. Comparisons with England will be made.	People, Culture and Communities / The Natural World Children will know the name of the road that our school is on. Children will walk around the village and create a map (following on from looking at maps in books – Lighthouse Keeper's Cat/What the Ladybird Heard). Children will explore our local environment and be able to compare it with the seaside environment.	People, Culture and Communities / The Natural World Children will identify typical weather in Summer.
	Links to Year 1	*While we focus on our place in our locality, comparing to a range of other places, Year 1 lessons include world maps, continents, oceans and capital cities. *'Coming to England/coronation work completed gives children information about London as our capital city before it is taught. *Year 1 curriculum moves on from observations of weather to looking at temperature and clothing needed. *Google Earth introduced to support further exploration.					



		Science	<u>The Natural World</u> Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know that this time of year is Autumn and some of the things that happen at this time of year.	<u>The Natural World</u> Children will know what material a magnet picks up through investigation. They will be able to use metal detectors to sort materials.	<u>The Natural World</u> Children will know that this time of year is Winter and some of the things that happen at this time of year. Children will explore the best materials to make a dinosaur nest. Children will compare the skeletons of different animals/dinosaurs (Funnybones book link). To identify and name different species of birds. Children will explore freezing and melting. Children will discuss the best materials to create a 'strong' house (Three Little Pigs).	<u>The Natural World</u> Children will know that this time of year is Spring and some of the things that happen at this time of year. Children will know that there are 8 planets in the solar system and some of the differences between them. To identify and name different flowers. Children will understand the term 'gravity' and what it means.	<u>The Natural World</u> Children will observe changes and growth of frogs and be able to describe their life cycle. Children will explore floating and sinking. Children will explore the best materials to make a boat from. Children will understand why recycling is important and some ways we can look after the Earth.	<u>The Natural World</u> Children will know that this time of year is Summer and some of the things that happen at this time of year. Children will know how to care for a plant. Children will observe the growth of a plant. Children will observe the life cycle of a butterfly and be able to compare it to that of a frog. Children will go on a minibeast hunt and make careful observations of those identified.
		Links to Year 1	*On Year 1, further body parts are named and labelled following PSHE vocabulary progression document. *Children's observations of plants in Reception is built upon by classifying plants in Year 1. Spring Hunt charts help children to become confident when using tree ID charts in Year 1. *Funnybones work leads into Year 1 describing and comparing the structures of different animals. *Space Race is taught building upon space knowledge learnt in Reception. Year 1 – with a focus on 'why' questions, something provided for in Investigation Station area of Reception classroom. *Best materials within Three Little Pigs work support Year 1 topic on what objects are made out of and why they are better (glass for windows etc.)					



		RE	People, Culture and Communities Children will talk about things/occasions that have made them feel special (Belonging). Children will discuss the people they love and how they show love towards them (Belonging). Children will explore the Jewish and Christian ideas that God loves people before they are born (Belonging). Children will begin to talk about stories that are special for them (Special Stories). Children will learn the Parable of the Sower and link it to Harvest Festival (and learn how it is celebrated). (Special Stories)	People, Culture and Communities Children will learn the story of Diwali (Rama and Sita) and some traditions celebrated by Hindu people during this festival (Special Stories, Special Places). Children to discuss places that are special to them/make them feel happy (Special Places). Children will know that some Christians go to Church to worship. (Special Places). Children will be able to describe some features of a Church. (Special Places) 'Why do some Christians perform Nativity plays at Christmas?' (UC)	People, Culture and Communities Children will learn about Lunar New Year, how it is celebrated and how some traditions are similar to other celebrations learnt about (Special Stories). Children will talk about where they feel they belong (Belonging). Children will understand what a Baptism is within the Christian religion and consider the signs and symbols used in the welcoming of children into the faith community (Belonging). Children will learn about how children are welcomed into the Muslim faith (Belonging).	People, Culture and Communities Children will learn the story of Holi (Lord Krishna) and some traditions celebrated by people during this festival. They will be able to link it to other celebrations learnt about. (Special Stories, Special Places). Children will know that some Hindu people go to the Temple to worship. (Special places). Children will be able to describe some features of a Temple. (Special Places) Children will know the Christian Easter story (Special Stories). Why do Christians put a cross in an Easter garden? (UC)	People, Culture and Communities Children will be able to retell the story of Noah's Ark and understand what a promise is (Special Stories). They will learn that a version of this story appears in the Qu'ran, too. Children will learn the story of Prophet Muhammad's (PBUH) journey and how his friends worked as a team to make a meal. This story comes from the Qu'ran (Special Stories). Children will consider what things can be done better together with others than on their own (Belonging). Children to consider why some people's special place is the seaside (Special Places).	People, Culture and Communities Why is the word God so important to Christians? (UC) Children to learn the Christian story of creation (Special Stories). Children to explore ways respect the Earth that we belong to (Belonging, Special Places). Children will reflect on the Christian beliefs about Jesus believing children (and all people) to be very special (Belonging). Children to consider how they make others feel welcome (link to prior learning around Christian, Muslim, Hindu welcoming rituals). (Belonging)
	Links to Year 1	1	*Understanding Christianity/Diocesan syllabus scheme followed which build sequentially on knowledge throughout all year groups in school. * For example, in Reception we look at the Nativity story, act it out and understand why it is important to Christians. In Year 1 children design a bedroom suitable for a baby King and then compare it with Jesus' bedroom – building on knowledge from story learnt in Reception. *Focus on mainly Hinduism, along with Lunar New Year introduces children to different world viewpoints. This work is continued with Islam and Judaism being taught in Year 1 - similarities and differences discussed.					
	Computing		Children will know how to use a camera to take photos.	Children will know how to use the tablets to make digital art using a 'paint' program.	Children will be able to create a representation of an object on a screen.	Children will attempt to record their own Tapestry observation.	Children will know how to programme a beebot independently.	Children will use the arrow key on a keyboard to navigate a maze.
	Links to Year 1		Children's use of tablet applications support use of keyboard introduced in Year 1.					



<u>Past and Present:</u> 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. <u>People, Culture and Communities:</u> 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, nonfiction texts and (when appropriate) maps. <u>The Natural World:</u> 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.	
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Expressive Arts and Design	Development Matters (3 -4 Years)	Music	<u>Being Imaginative</u> Children begin to join in with familiar songs and rhymes.	<u>Being Imaginative</u> Children can remember and sing entire songs	<u>Being Imaginative</u> Children to listen with increased attention to sound. Children to play instruments with increasing control to express their feelings and ideas.	<u>Being Imaginative</u> Children to respond to music from different cultures, expressing their thoughts and feelings while doing so. Children to remember and sing entire songs. Children to sing the pitch of a tone sung by another person ('pitch match').	<u>Being Imaginative</u> Children can sing the melodic shape of familiar songs. Children can play instruments with increasing control.	<u>Being Imaginative</u> Children can create or improvise a song around one that is known. Children can play instruments with increasing control to express their ideas.



Reception - Development Matters (Reception)	Art and Design	<u>Creating with Materials</u> Children begin to create large scale drawings and paintings. Children can create closed shapes to represent an object. Children to create a representation of themselves. Children to explore the creative area freely, accessing the different resources available. Children can explore and recreate art in the style of Yayoi Kusama. <u>Being Imaginative</u> Children take part in pretend play with real objects.	<u>Creating with Materials</u> Children draw with growing accuracy Children can paint on a flat surface and an easel. Children to use a variety of tools to create firework art. Children to select simple tools for a purpose <u>Being Imaginative</u> Children can invent and adapt stories through role play and small world play	<u>Creating with Materials</u> *To represent ideas like movement and loud noises in drawing. *To represent different emotions in their drawings (happy, sad, angry, worried).	<u>Creating with Materials</u> Children to explore colour and colour mixing. Children to explore and recreate 'space art' in the style of Peter Thorpe. <u>Being Imaginative</u> Children to take part in simple pretend play, using an object to pretend it is something else, even though they are not similar.	<u>Creating with Materials</u> Children can explore different materials freely and begin to join them together, developing individual ideas. Children draw with increasing complexity and detail. <u>Being Imaginative</u> Children can make imaginative and complex small worlds with blocks and construction kits.	<u>Creating with Materials</u> Children develop own ideas and then decide which materials to use to express them. Children explore different textures. Children explore and recreate 'nature art' in the style of Frida Kahlo. <u>Being Imaginative</u> Children begin to develop complex stories using small world equipment
		<u>Observational End of Year Checkpoints:</u> To take part in simple pretend play, using an object to represent something else. To be able to join different materials together following own ideas. To use drawing to represent ideas. To explore colour mixing. To express thoughts and feelings in response to what they have heard. To create own songs and improvise a song about something known.					
	Music	<u>Being Imaginative</u> Children will know the nursery rhymes/songs and actions: - Copy Cat - Dingle Dangle Scarecrow Children will explore body percussion.	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: - Away in a Manger - Nativity songs Children will access a range of instruments and identify similarities and differences.	<u>Being Imaginative</u> Children will know the songs: *Dinosaur Stomp *Listen to the Chorus *10 Green Bottles Children will know how to tap/clap along to a rhythm.	<u>Being Imaginative</u> Children will know the songs: *The Planet Song *5 little Men/ Flying Saucer. Children will experiment with different ways of playing instruments. Children will create their own movement to music.	<u>Being Imaginative</u> Children will know the nursery rhymes/songs: -Animals went in two by two -You got a friend in Me Children will know how to match a pitch. Children will follow choreographed dance moves (Cha-Cha Slide)	<u>Being Imaginative</u> Children to be encouraged to make up their own songs. Children will know/perform their own dances using steps and techniques that they have learned.



	Links to Yr 1	*Use of Charanga supports progression in music skills, particularly with glockenspiels					
	Art and Design	<u>Creating with Materials</u> Children will know how to draw a person – head, body, arms, legs and facial features. Children to explore ‘circles’ within Kandinsky’s artwork.	<u>Creating with Materials</u> Children will know how to shape clay. Children will know which glue or tape to use for their chosen purpose. Children will ‘sew’ using pipe cleaners. Children will represent objects using a range of modelling materials.	<u>Creating with Materials</u> Children will know how to make 2D shapes to create representations of objects. Children will design using 3D shapes. Children to choose materials to create a dinosaur nest. Children can draw a bird using pastels and watercolour pencils.	<u>Creating with Materials</u> Children will know how to use and mix colours. Children will design, make and improve an ‘alien egg’. Children to represent Van Gough’s ‘Starry Night’.	<u>Creating with Materials</u> Children to create a ‘texture’ picture, depicting the beach. Children to complete a self portrait – drawing the other half of their face on a photograph. They will choose colours to ensure their face is a mirror image. Children will design a new machine and be encouraged to make it (Izzy Gizmo book). Children to create ‘boats’ trying to ensure they will float.	<u>Creating with Materials</u> Children will know how to make different shades of the same colour. Children will know how to make a split pin join. Children to represent Van Gough’s ‘Sunflowers’.
Link to Year 1		*Kandinsky art revisited – circles and leads to look at Molly Hasslund art (spirals and snail) in Year 1. *Sewing of pipe cleaners supports work sewing with a needle and thread in Year 1. *Designing different objects (dinosaur nest, boats, machines) and looking at form and function supports work on testing and selecting the best materials for different purposes in Yr 1. *Freedom to mix colours in Reception, including using black and white links to exploring hot and cold colours in Year 1. *We begin to draw birds in Reception which is built upon in Year 1, leading to them sculpting a bird.					
<u>Creating with Materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative:</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music							

The Characteristics of Effective Learning will lie at the heart of how the curriculum is delivered to ensure that learners are engaged and motivated by their environment and provision.



Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked