

# Early Years Progression

## for Communication and Language

Optimum Learning Point	Listening and Attention/ Understanding
Little Pebbles	Join in with small group listening activities
Little Pebbles	Listen to some familiar stories and show some understanding.
Little Pebbles	Discriminate between and identify sounds within the environment (phone ringing, dog barking)
Nursery	Listen to conversations in 1-1 and small groups situations.
Nursery	Take turns to speak and listen
Reception	Understand behaviours to support good listening (eyes looking, lips locked, sitting still)
Reception	Listen with increasing interest
Reception	Listen attentively in larger groups, responding with actions, comments or questions.

Optimum Learning Point	Communication/Speaking
Little Pebbles	Learn new words rapidly and uses them in communication
Little Pebbles	To use simple sentences made up of three words.
Little Pebbles	Join in with rhyming songs, stories and rhymes.
Little Pebbles	Be able to understand and answer a variety of questions e.g. 'What?' 'Where?' and 'Who?' Begin to ask questions who, what, where?
Little Pebbles	To communicate with others in my play
Nursery	Initiate and join in back and forth conversations with my friends and adults.
Nursery	Speak clearly, beginning to use tenses and plurals correctly.

Nursery	Use longer sentences of 4 to 6 words.
Nursery	Begin to offer reasons and explanations in response to 'why', 'how' and 'what' questions.
Nursery	Recall familiar stories and talk about what they liked/ didn't like.
Nursery	Ordering/ sequencing main parts of familiar stories and discussing what happened.
Nursery	Use talk to organise their play-role play, small world.
Nursery	Know and join in with lots of rhymes and songs.
Nursery	To use language freely in play
Reception	Use talk to organise, sequence and clarify thoughts and ideas.
Reception	Speak clearly even when using new or longer words.
Reception	Learn to use talk to negotiate and compromise.
Reception	Demonstrate more advanced group conversational skills, expressing thoughts and opinions but also listening and responding to those expressed by others.
Reception	Offer reasons and explanations in response to 'why' and 'how' questions
Reception	Use connectives to connect an idea or action to another.
Reception	Use new story vocabulary learnt in new contexts.
Reception	To be inquisitive and ask questions and make relevant comments. To satisfy curiosity and clarify understanding
Reception	Use language to support role play.

## **Early Learning Goal: Communication and Language**

### **Listening, Attention and Understanding**

Children at the expected level of development will:

- 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.

## **Speaking**

**Children at the expected level of development will:**

- 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.

# Early Years Progression

## for Gross Motor Skills (Physical Development)

The teaching of fine motor skills begins in Early Years at Amble Links Primary School as part of Physical Development. We recognise the importance of developing fine and gross motor skills alongside each other.

Optimum Learning Point	<b>Developing core strength</b> A child's ability to maintain their position and move from the centre of their body outwards.
	<b>Developing co-ordination</b> The brain's ability to control movement of different body parts at the same time
Little Pebbles	I can push my chest up with straight arms
Little Pebbles	I can sit comfortably on a chair for a short time (for example, when having my snack)
Little Pebbles	I can sit up on the floor comfortably for a short duration (for example, when listening to a story)
Little Pebbles	I can crawl
Little Pebbles	I can roll
Little Pebbles	I can jump with both feet off the ground
Little Pebbles	I can kick a large and light ball
Little Pebbles	I can run with independence
Little Pebbles	I can start to use stairs with independence
Little Pebbles	I can begin to climb on apparatus indoors and outdoors with some confidence, <b>leading to</b> I can fit myself into spaces such as tunnels, dens and boxes and box around within them.
Little Pebbles	I can begin to balance as I climb and /or use apparatus indoors and outdoors
Little Pebbles	I can sit on a push along wheeled toy and use my feet to move myself, <b>leading to</b> I can ride a tricycle with pedals
Little Pebbles	I can carry items of reasonable weight (for example a small bucket with sand or water in) with two hands over a short distance
Nursery	I can sit up comfortably on a chair (For example when eating snack/lunch/carrying out an activity in the classroom)
Nursery	I can sit up comfortably on the floor for increasing lengths of time (for example when playing a

	game/completing an activity - up to 10 mins)
Nursery	I can hop
Nursery	I can skip
Nursery	I can stand on one leg
Nursery	I can hold a balance when playing a game
Nursery	I can wave a streamer by using my whole arm and shoulder, leading to
Nursery	I can wave a streamer in a full circle with a straight arm and by using my shoulder
Nursery	I can wave two streamers in a full circle with straight arms using my shoulders
Nursery	I can go up stairs using alternative feet
Nursery	I can climb on apparatus with increasing speed, control and confidence
Nursery	I can swing on bars with my feet off the ground with support, <b>leading to</b> I can swing on bars with my feet off the ground with independence
Reception	I can roll in a variety of ways. For example stretched and tucked body rolls. Some children may be able to perform a forward roll
Reception	I can walk and run with confidence, changing speed and direction safely
Reception	I can perform a two footed jump
Reception	I can hop confidently
Reception	I can skip confidently
Reception	I can climb freely and confidently
Reception	I can start to link 2 or three movements together with some fluency. For example, run and then jump while using PE apparatus.
Reception	I can use my spatial awareness to safely use the space and the apparatus around me
Reception	I can use my core strength and co-ordination to hold a variety of balances on different points of my body for a short duration (up to 5 seconds)
Reception	I can throw a ball or a bean bag, underarm, with some control over aim and direction
Reception	I can begin to develop hand eye co-ordination to catch a ball or beanbag.
Reception	I can kick and pass a ball with some control over aim and direction.

## **Early Learning Goal: Physical Development**

### **Gross Motor Skills**

#### **Children at the expected level of development will:**

- 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.

# Early Years Progression

## for Fine Motor Skills (Physical Development)

The teaching of fine motor skills begins in Early Years at Amble Links Primary School as part of Physical Development. We recognise the importance of developing fine and gross motor skills alongside each other.

Optimum Learning Point	Working with single handed tools
Little Pebbles	Able to rotate and move lower arms and wrists independently
Little Pebbles	Turns two or three pages of a book at a time
Little Pebbles	Strings four large beads.
Little Pebbles	Begins to grip pencils, pens, paint brushes and use snips/scissors (can be hand over hand)
Little Pebbles	Tears paper
Little Pebbles	Grasps, explores and positions items to manipulate such as shells, playdoh, blocks
Nursery	Shows a preference for a dominant hand
Nursery	Picks up and arranges a variety of loose parts with some control
Nursery	Builds a tower of around nine small blocks
Nursery	Uses large paint brushes to make purposeful marks, leading to uses small paint brushes to add details to pictures
Nursery	Makes snips in paper with scissors, leading to cuts across a piece of paper, leading to starts to cut along a straight line
Nursery	Beginning to use a comfortable pencil grip (not a fist hold) leading to when prompted, can independently adopt a tripod grip
Nursery	When looking at books turns one page at a time.
Reception	Uses a paint brush with one hand and can create detail
Reception	Uses scissors effectively with one hand to cut around an object
Reception	Developing the consistent use of a tripod grip, leading to consistently using a comfortable and effective tripod grip for all mark making tools
Reception	Manipulates and arranges a range of loose parts with precision and control

<b>Optimum Learning Point</b>	<b>Mark Making</b>
Little Pebbles	Scribbles
Little Pebbles	Paints with whole arm movements, shifts hands and makes strokes.
Little Pebbles	Imitates circles, horizontal and vertical strokes
Little Pebbles	Paints with some wrist actions and makes dots, lines and similar strokes
Nursery	Beginning to use dominant hand.
Nursery	Draws a circle shape freehand.
Nursery	Copies a cross (+)
Nursery	Draws a person with 2-4 body parts, leading to can draw a person with at least six body parts.
Nursery	Starts to draw a range of pictures with some recognisable elements
Nursery	Begins to form some letters - particularly those within own name
Reception	Can draw with increased control with accuracy and care
Reception	Can write own name
Reception	Begins to form lower case letters correctly
Reception	Forms lower case letters with accuracy when writing simple words and phrases
Reception	Writes numbers 1-10.



Optimum Learning Point	Managing Own Needs
Little Pebbles	Can use a spoon effectively for scooping up food, leading to begins to use a fork to pick up food
Little Pebbles	Holds and drinks from an open cup independently
Little Pebbles	Pours a drink
Little Pebbles	Begins to take off and put on own coat with some independence.
Little Pebbles	With support can wash hands including beginning to push own sleeves up
Nursery	Eats without assistance.
Nursery	Can push own sleeves up.
Nursery	Uses fingers to unfasten buttons.
Nursery	Pulls up a zip after an adult has started it, leading to pulls up own zip
Nursery	Can take own shoes on and off with some support to fasten
Nursery	Uses a fork to pick up food and eat it
Nursery	Begins to use a knife to cut up food
Nursery	Can wash hands independently
Reception	Uses fingers to fasten buttons on clothes.
Reception	Fastens a zip independently.
Reception	Can take own socks and shoes on and off
Reception	Uses a knife and fork together to cut up and eat food.
Reception	Puts on most items of clothing by themselves

### Early Learning Goal: Physical Development -Fine Motor Skills

Children at the expected level of development will:

- 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.

# Early Years Progression

## for Personal, Social and Emotional Development

Optimum Learning Point	
Little Pebbles	Separate from parents/carers with support.
Little Pebbles	Begin to show awareness of classroom routines.
Little Pebbles	Express preferences and make choices.
Little Pebbles	Explore the environment both indoors and outdoors.
Little Pebbles	To begin to wait their turn
Little Pebbles	To begin to put on own coat
Little Pebbles	To play with increased confidence.
Little Pebbles	To share resources with adult support
Little Pebbles	Show an interest in other children and join in.
Little Pebbles	To talk about themselves and their family.
Little Pebbles	Take part in adult directed activity for short period of time.
Little Pebbles	Respond well to praise.
Nursery	Independently separate from parent or carer
Nursery	Become more confident with new people in new situations
Nursery	Take turns when working in a small group
Nursery	Play with other children, extending their play
Nursery	Find solutions to conflicts with adult support.
Nursery	Talk about their own feelings
Nursery	Begin to understand how other people are feeling, and respond to these appropriately
Nursery	Seek out others including adults when they need help.

Reception	Form good relationships with adults and peers
Reception	Talk about their likes and dislikes
Reception	Take turns in small and increasingly larger groups
Reception	Listen to and play with others
Reception	Take turns in conversations
Reception	Play games with simple rules
Reception	Know how to ask for help when they need it
Reception	Manage their own basic needs including hand washing, toileting
Reception	Talk about their own feelings and consider how others may be feeling
Reception	Using stories and scenarios to think about the feelings of others
Reception	Show resilience and perseverance when faced with a challenge

## **Early Learning Goal: Personal, Social and Emotional Development**

### **Self-Regulation**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the 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.

### **Building Relationships**

Children at the expected level of development will:

- 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

# Early Years Progression

## for Literacy

The teaching of Literacy skills and knowledge begins in Early Years at Amble Links Primary School. Alongside this progression grid, effective communication and language skills are an essential part of reading and writing development for our youngest learners. In Nursery and Reception the children follow Monster Phonics programme.

<b>Optimum Learning Point</b>	<b>Reading/ Comprehension</b>
Little Pebbles	Enjoy sharing a book with an adult.
Little Pebbles	Join in with songs and rhymes and join in with actions.
Little Pebbles	Repeat words and phrases from familiar stories.
Little Pebbles	Ask questions and make comments about a book.
Little Pebbles	Use props to develop play around familiar stories.
Little Pebbles	Look after books and turn pages one-by one.
Little Pebbles	Notice familiar including signs and symbols print in the environment.
Little Pebbles	I recognise rhythm in spoken words and can blend compound words, e.g “snow-man”.
Little Pebbles	I can talk about key features of favourite stories I have heard by stating who was in the story (character) and where they were (setting)
Nursery	Listen attentively in small to medium-sized groups, offering actions, comments or questions
Nursery	To know some stories really well.
Nursery	Participate in familiar, simple, story-level mantras in repetitive, supported stories.
Nursery	To know that print is read from left to right and track objects, pictures and text with my finger from left-to - right.
Nursery	Engage in extended conversations about stories, learning new vocabulary.
Nursery	I demonstrate that I have listened and attended by answering simple questions about a story that has just been read to me e.g. “where did the rabbit go?”
Nursery	I clap out one to three syllable words and blend two syllable words e.g. “ta-ble”.

Nursery	Match words that rhyme in games such as 'rhyming lotto.'
Nursery	I can continue a rhyming string.X
Nursery	I can recognise my own name and know what sound it starts with.
Nursery	I can hear and say initial sounds in words
Reception	To be able to retell and answer simple questions about a familiar story.
Reception	Read individual letters by and graphemes saying the corresponding sounds for them.
Reception	Blend sounds into words and read short cvc/ccvc/ccvcc words.
Reception	Read familiar, phonetic words and key sight vocabulary at word-level.
Reception	Be able to read with fluency and understanding.
Reception	To read for enjoyment.

<b>Optimum Learning Point</b>	<b>Mark Making/Writing</b>
Little Pebbles	Enjoy drawing freely.
Little Pebbles	Make marks which they give meaning to.
Little Pebbles	I often provide a running commentary as I make marks.
Nursery	To develop hand strength to produce enough pressure to make a mark.
Nursery	Give meaning to marks
Nursery	Begin to hold a pencil in a conventional grip
Nursery	To develop control when creating lines and shapes.
Nursery	Draw a person on request with head, legs and body
Nursery	Recognise, copy and write my name using some recognizable letter shapes.
Nursery	I use writing and mark making in my play. To write
Nursery	I can tell you what I am going to draw and write before I create my special marks.
Reception	To use tripod grip to hold a pencil effectively for writing.

Reception	To write my name forming letters correctly
Reception	To write for purpose including in play- shopping list, order form, menu
Reception	To talk about what their writing says.
Reception	To segment using fingers and record sounds to build words.
Reception	To write a simple phrase or sentence which they can read back
Reception	To hold and write a given sentence.

## **Early Learning Goal: Literacy**

### **Comprehension**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

Children at the expected level of development will:

- 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.

# Early Years Progression

## for Maths

The teaching of mathematical skills and knowledge begins in Early Years at Amble Links Primary School as part of the curriculum for Maths. Alongside this progression grid, effective communication and language skills are an essential part of Maths development for our youngest learners. In Reception the children follow NCETM Mastering Number Programme. This programme focuses on the key knowledge and understanding needed in Reception classes, and progression through KS1, this ensures that when children leave Early Years they are ready to start accessing the National Curriculum.

Optimum Learning Point	Number
Little Pebbles	Say some number names in play.
Little Pebbles	Begin to show an interest in counting, not always saying numbers in the correct order.
Little Pebbles	Join in with familiar number songs and rhymes
Little Pebbles	Show an interest in numbers in the environment.
Little Pebbles	Begin to share objects with friends although this may not be in an equal and fair way.
Nursery	Use mathematical language in play including number names.
Nursery	Recognise numerals of personal significance e.g I'm 4 that's my number.
Nursery	I can touch count a small group of objects using 1-1 correspondence.
Nursery	I verbally count to 10 with some correspondence to objects.
Nursery	I can compare small groups of objects by subitizing
Nursery	I can count and recount small groups of objects to say how many altogether.
Nursery	I can match small, same size sets of dissimilar items such as comparing 4 bears and 4 chairs and show that they are the same amount.
Nursery	I know that different things can be counted such as claps, hops, jumps.
Nursery	I can share up to 4 objects between 2 people by dealing out 1 for 1 e.g. to share 4 blocks, the child gives each child a block, checks each has 1 then repeats.



Optimum Learning Point	Shape Space and Measures
Little Pebbles	Fits shapes into a shape sorter and pieces into an insert jigsaw tray.
Little Pebbles	Sort and match objects by colour.
Little Pebbles	Understands some positional language including under, on top, behind.
Little Pebbles	Investigate shapes through their play.
Little Pebbles	Show an interest in size, weight, height, capacity and investigate in play.
Nursery	Begin to recognise, describe and name some 2D shapes.
Nursery	Explore shapes and begin to choose shapes for a purpose.
Nursery	Talk about similarities and differences.
Nursery	Begin to sort objects according to different criteria.
Nursery	To be familiar with the days of the week and identify that different things can take place on different days.
Nursery	To begin to copy and continue a repeating pattern.
Reception	To name 2D shapes including circle, square, triangle and describe them.
Reception	To begin to recognise and name 3D shapes including sphere, cylinder, cube, cuboid, cone and describe their properties.
Reception	To use shapes for a specific purpose
Reception	To identify shapes within the environment.
Reception	To begin to understand and use positional language including on, under, next to, in front, behind.

## Early Learning Goal: Maths

### Number

Children at the expected level of development will:

- 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.

## **Numerical Patterns**

Children at the expected level of development will:

- 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.

# Maths Progression Reception

## Mastering Number Programme

	MASTERING NUMBER				OTHER OPPORTUNITIES
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	SSM
<b>Autumn 1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul>	<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>	<ul style="list-style-type: none"> <li>Circles and Triangles</li> <li>Shapes with 4 sides</li> </ul>

<b>Autumn 2</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue from first half- term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>	<ul style="list-style-type: none"> <li>Positional Language</li> <li>2D Shapes</li> <li>Exploring Pattern</li> </ul>
<b>Spring 1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>	<ul style="list-style-type: none"> <li>Length and Height</li> <li>Time</li> </ul>
<b>Spring 2</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a</li> </ul>	<ul style="list-style-type: none"> <li>3D shapes</li> <li>Capacity</li> <li>Pattern</li> </ul>

		with the counting pattern beyond 20.	<ul style="list-style-type: none"> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul>	number, and its position in the number system.	
<b>Summer 1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 10.</li> </ul>	<ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>	<ul style="list-style-type: none"> <li>2D/3D Shapes</li> <li>Length and Height</li> <li>Mass</li> </ul>
<b>Summer 2</b>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.				

# Early Years Progression

## for Historical Skills and Knowledge

The teaching of historical skills and knowledge begins in Early Years at Amble Links Primary School as part of the Understanding the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of historical development for our youngest learners.

Optimum Learning Point	Becoming a Historian
Little Pebbles	Make connections between own family and families encountered within immediate experience and stories. For example "I've got a brother." (All about Me books)
Little Pebbles	In discussion and in games, match 'same' and identify 'different' within the context of people and families.
Nursery	Identify the members of their own family (All about Me Books)
Nursery	Through own experiences and a range of books use appropriate vocabulary to identify members of own family (for example brother, sister, parents/guardians, grandparents) and ensure understanding that all families are different- It's Ok to be different)
Nursery	Talk about significant events in close family history (for example, holidays, celebrations, birth of a sibling)
Nursery	Through games, discussion and immediate experience begin to identify differences between people (for example, blonde hair, brown hair). (It's Ok)
Reception	Talk confidently about own family, using key vocabulary (parents/guardians, siblings, grandparents, cousins, aunts, uncles) and extend this to talk about families who are known to them (for example, known adults in and beyond school, neighbours, peers)
Reception	Begin to identify and talk about the key and different roles that people play in society and why they are important (monarchy, people who help us)
Reception	Using photographs and all about me books begin to understand basic chronology and think about important experiences at key points in their lives. Chronologically link this event to their own experience "That's when I was a Seahorse and was 3" "That was when I was just a baby"
Reception	To understand that things that happen in the past help to create History. Within stories and pictures, identify similarities and differences between characters and settings from the past and contrast these with their own experiences. For example, the clothes that Guy Fawkes wears in illustrations, changes to key buildings, technology (Neil Armstrong), TV- Drawing Club

## **Early Learning Goal: Understanding the World**

### **Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

# Early Years Progression

## for Geographical Skills and Knowledge

The teaching of geographical skills and knowledge begins in Early Years at Amble Links Primary School as part of the Understanding the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of geographical development for our youngest learners

Optimum Learning Point	Becoming a Geographer
Little Pebbles	Explore (through senses of touch, sight and hearing) a range of environments at school, for example wind in the trees, the feeling of grass, differences between inside and outside.
Little Pebbles	Name a range of features within environments and begin to use them within short phrases. For example, tree, grass, path, building, fence, hill leading to “a big tree”
Little Pebbles	As part of play, name some job roles which they have experience of within real life and from stories they read.
Nursery	Use all senses in ‘hands on exploration’ of a range of environments.
Nursery	Begin to understand the need to respect and care for the natural environment and all living things.
Nursery	Begin to recognise similarities and differences between different roles. For example, a doctor looks after people and a vet looks after animals.
Nursery	Talk about different places they have visited and begin to use place names including some different countries of the world.
Nursery	Talk about differences between places that children experience in fiction, non fiction or photographs. For example, it looks cold in England and hot in Australia, it’s busy in a town and it’s quiet on in the woods.
Reception	Show curiosity by exploring, discovering and explaining features within their local environments. For example, “My Grandma lives next to the VG” “I live round the corner from Morrisons”
Reception	Draw information from a simple map. For example, “the lake is next to the forest.” “I go past the shop on the way to the park.”
Reception	Talk confidently about the roles that people take on in their local community including family members.
Reception	When finding out about other environments around the world, make comparisons with their local environment. For example, it doesn’t rain in deserts, it rains more in England. Which animals might we find in Amble, which animals might not like their habitat in Amble?



## **Early Learning Goal: Understanding the World**

### **People Culture and Communities**

#### **Children at the expected level of development will:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

# Early Years Progression

## for Scientific Skills

The teaching of scientific skills and knowledge begins in Early Years at Amble Links Primary School. Alongside this progression grid, effective communication and language skills are an essential part of scientific development for our youngest learners.

Optimum Learning Point	Becoming an Scientist
Little Pebbles	Acquire and begin to use key vocabulary to describe what is seen in the natural world.
Little Pebbles	Through a variety of first hand experiences, explore a wide range of objects of interest, acquiring and using associated vocabulary. For example, when exploring ice: “cold”, “slippy”, “frozen” “melting”
Nursery	Acquire and begin to use key vocabulary related to explorations of materials and living things in short phrases and sentences. For example, “This ice is really cold.” “This leaf is going brown.”
Nursery	Explore a range of natural materials linked to weather and seasonal changes through hands on experience
Nursery	Sort a range of materials according to a suggested criteria. For example: hard and soft, rough and smooth.
Nursery	Find and add own selections to a given group. For example “Can you find anything else shiny to go in this group?”
Nursery	Know, through practical experience that plants need soil and water to grow
Nursery	Show care for living creatures and plants when playing and exploring
Nursery	Through play experiences begins to investigate- pulls and pushes, turns, twists, squashes and stretches, bounces, stops and starts, acceleration.
Reception	Begin to sort according to own criteria and start to develop reasoning. For example: “I can’t squash these things but I can squash the ones over here.”
Reception	Through practical experiences and stories begins to understand simple life cycles such as seed to plant, frogspawn to tadpole to frog, egg to chick ,caterpillar to butterfly,
Reception	Observe seasonal changes occurring in the outdoor environment and begin to explain and link what is going on. For example, linking different examples of new life to springtime (leaves, frogspawn)

Reception	Use senses of seeing, hearing and feeling to describe the natural world and make links to seasonal changes. For example: "I need to take my coat off because I'm too warm as the sun is shining."
Reception	Begin to make comparisons between different habitats including those local. For example, seashore, woodland and garden.

## Early Learning Goal: Understanding the World

### The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

# Early Years Progression

## for RE Skills

The teaching of RE skills and knowledge begins in Early Years at Amble Links Primary School as part of the curriculum for Understanding the World and Personal Social and Emotional Development. Alongside this progression grid, effective communication and language skills are an essential part of RE development for our youngest learners.

Optimum Learning Point	Becoming aware of the role of religion
Little Pebbles	Notice and talk about the clothing and accessories of people seen around them in stories, in pictures and in videos
Little Pebbles	Begin to notice and talk about differences in the clothing and accessories of people seen around them, in stories, in pictures and in videos
Nursery	Begin to ask questions and be curious about the clothes and accessories that people are wearing. For example: "What's that?" when pointing to a someone wearing a cross, a dogcollar, a hijab
Nursery	Know and talk about belonging to a range of 'communities'. For example: home, family, class, school.
Nursery	Notice and talk in positive terms about differences between people, For example: I have brown hair and yours is blonde, my skin is darker and yours is lighter, I like going to football but you like swimming- It's Ok Culture
Nursery	Talk about how my family celebrates special occasions and where appropriate make comparisons to other families. For example, at Christmas, we go to my Grandma's but you stay at your house.
Reception	Talk about the positive contributions made to a range of communities. For example, I tidied my area at tidy up time, I helped Mam make my tea.
Reception	Listen to and speak respectfully about others- It's Ok
Reception	Identify differences in the way that me, my friends and others that I learn about celebrate and show acceptance of these differences.- It's Ok
Reception	Know what a church is and talk about things that happen there and why they are special
Reception	Begin to recognise other places of worship and why they are special to people who belong to those communities

Reception	Begin to recognise and talk about the similarities between celebrating special times. For example “We both eat special food when we celebrate.” “We both spend time with our families.” “We both sing special songs.”
Reception	Begin to recognise that people have different beliefs and practices and talk about these positively. For example “my family go to church together and your family like to go on walks together.” “I had a Christening but you didn’t.”

## **Early Learning Goal: Understanding the World**

### **People Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

# Early Years Progression

## for Computing Skills and Knowledge

Whilst computing is not a specific area of EYFS or an Early Learning Goal, we recognise that technology is integral to children's life and learning. At Amble Links Primary School, our Early Years provision lays the foundations for computing within KS1 and beyond and is taught as part of the Understanding The World. Communication and Language and Personal Social and Emotional Development curriculums.

Optimum Learning Point	Becoming a computing literate learner
Little Pebbles	Explore a range of technology within playful situations in the home corner and beyond. For example: mobile phone, washing machine, cooker, keyboard
Little Pebbles	Engage with a range of simple cause and effect software and devices, recognising that these effects are a result of their actions. For example, when I press the blue button on an app, I will always hear the same sound.
Nursery	Select, use and talk about a range of technology in playful situations for a particular purpose. For example, "We need to speak to the doctor, let's pretend this is our mobile phone."
Nursery	Explore how different devices/apps can be controlled and talk about what they think has happened or will happen.
Nursery	Begin to know that too much screen time is not healthy
Nursery	Begin to know that it's important to check with a grown up before using devices with a screen
Reception	Know that information, pictures, videos and music can be stored and found using computers. For example, taking a picture while out on a walk that will be useful back in the classroom, finding things out with an adult on the internet.
Reception	Talk about, explore and complete simple programs or apps. For example, simple programming activities in Busy Things.
Reception	Know that a sensible amount of screen time plays a part in keeping healthy
Reception	Follow the school rules for keeping safe online: Ask an adult before us I use a device with a screen. Think before I click. If I'm not sure, ask an adult

# Early Years Progression

## for Artistic Skills and Knowledge

The teaching of artistic skills and knowledge begins in Early Years at Amble Links Primary School as part of the Expressive Art and Design curriculum. Alongside this progression grid, effective communication and languageskills are an essential part of artistic development for our youngest learners.

Optimum Learning Point	Becoming an artist
Little Pebbles	Begin to produce intentional marks
Little Pebbles	Explore paint with fingers, brushes, sponges and other tools and body parts
Little Pebbles	Use a range of materials to collage
Little Pebbles	Create own artwork to express ideas and feelings
Little Pebbles	Begin to use imagination to represent ideas
Little Pebbles	Begin to communicate meaning for the creations they make
Nursery	Create closed shapes with continuous lines, using these to represent objects
Nursery	Begin exploring colour and colour mixing when painting
Nursery	Choose colours for a purpose
Nursery	Use a range of materials for a purpose to create a collage
Nursery	Draw with increasing complexity and detail. For example representing the features on a face
Nursery	Use drawing to represent ideas like movement. For example, fireworks in the sky
Nursery	Begin to show emotion in drawings and paintings. For example, happiness and sadness
Nursery	Continue to develop own ideas and then decide which materials/tools needed to use to express them
Nursery	Continue to communicate the meaning of their creations
Nursery	Create closed shapes with continuous lines, using these to represent objects

Reception	Use drawing skills to tell a story and communicate ideas and feelings
Reception	Begin to explore form by experimenting with lines of different thickness using a pencil and other tools
Reception	Experiment with a variety of media to explore texture and form
Reception	Choose and use colour for a purpose, explaining the reasons for choice
Reception	Begin to name cold and warm colours
Reception	Begin to know how to darken and lighten the shade of a colour
Reception	Work imaginatively by choosing artistic effects to express ideas and reflect feelings
Reception	Work collaboratively sharing ideas, resources and skills
Reception	When working creatively begin to adapt and refine ideas

## Early Learning Goal: Expressive Art and Design

### Creating with materials

#### Children at the expected level of development will:

- 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.



# Early Years Progression

## for Design Technology Skills and Knowledge

The teaching of DT skills and knowledge begins in Early Years at Amble Links Primary School as part of the Expressive Art and Design and Physical Development curriculum. Providing children with opportunities to develop their communication and thinking skills as part of this learning is essential.

<b>Optimum Learning Point</b>	<b>Becoming a Designer</b>
Little Pebbles	With support, I use images, books or other visual representations to inform/stimulate their ideas
Nursery	With support, verbally decide what they are going to make based on their own fascinations, interests or topic led themes
Nursery	Develop own ideas and decide which materials to use to express them
Nursery	Explore different materials freely (by looking, touching), in order to work out how to use them and to decide what to make
Reception	Choose the right resources to carry out their plan
Reception	Create/design collaboratively or independently to generate ideas for their creations

<b>Optimum Learning Point</b>	<b>Becoming a Maker</b>
Little Pebbles	Begin to develop fine motor skills in preparation for using tools competently (tweezers, snips, glue spreaders)
Little Pebbles	Begin to develop gross motor skills to paint and make marks
Little Pebbles	Begin to explore and understand what tools are used for
Little Pebbles	Make simple models which express their ideas
Nursery	Continue to develop fine motor skills to use tools competently, safely and confidently. For example, making snips with scissors, using a hammer to tap golf tees into a pumpkin.
Nursery	Make large muscle movements to paint and make marks.
Nursery	To explore joining techniques using glue and resources (making bracelets)

Nursery	Make models which begin to demonstrate purpose or detail
Reception	Use a range of tools competently, safely and confidently (scissors, tape, glue etc)
Reception	To use a range of joining resources and choose which technique fits specific purpose.
Reception	Work collaboratively to 'bring ideas to life'
Reception	Make a range of models which demonstrate purpose and detail

<b>Optimum Learning Point</b>	<b>Becoming Evaluative</b>
Little Pebbles	With support, children say something/use gestures to explain what their product is or does
Little Pebbles	Show pride/pleasure in finished creations
Nursery	Share their creation explaining the process they have used
Nursery	Children can say something they would like to add or change about their model
Reception	Share their creation explaining the process they have used (with focus on vocabulary for their specific product/topic)
Reception	Return to previous learning, refining ideas and ability to represent them

## Early Learning Goal: Expressive Art and Design

### Creating with materials

#### Children at the expected level of development will:

- 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.

# Early Years Progression

## for Musical Skills and Knowledge

The teaching of artistic skills and knowledge begins in Early Years at Amble Links Primary School as part of the Expressive Art and Design curriculum. Alongside this progression grid, effective communication and language skills are an essential part of musical development for our youngest learners.

Optimum Learning Point	Becoming an musician
Little Pebbles	Respond to a range of music by moving the body according to the mood of the music being listened to. For example, swaying or making gentle hand movements to calm and quiet music, jumping or clapping to energetic music.
Little Pebbles	Respond emotionally to a range of music through facial expressions or simple words/ phrases. For example saying “sad” when listening to We’re Walking in the air or showing an animated expression when listening to a familiar song.
Little Pebbles	Begin to move and dance to music showing a very early understanding of following the beat.
Little Pebbles	Make a range of rhythmical and repetitive sounds with the voice by following an adult’s lead. For example, lip smacking, blowing a raspberry, la’ing, scooping up and down in pitch, making firework noises.
Little Pebbles	Show enjoyment during song time and begin to join in with some simple songs, particularly those with actions.
Little Pebbles	Show enjoyment when playing a range of percussion instruments.
Little Pebbles	Begin to explore different ways that percussion instruments can be played
Nursery	Respond physically to a range of music by moving the body appropriately.
Nursery	Respond emotionally to a range of music. For example “This makes me feel sad.”
Nursery	Learn and sing a range of simple songs with and without actions
Nursery	Begin to sing songs melodically
Nursery	Begin to ‘make up’ and perform own songs. These may be based upon songs they already know.
Nursery	Begin to show some basic control when playing percussion instruments. For example starting and stopping on a given sign and playing loudly and quietly.

Nursery	Choose and use an instrument for a purpose. For example picking a triangle to make a 'twinkly' noise.
Reception	Move in time with the beat to a range of music.
Reception	Make physical responses to music on own and in small groups. For example, creating a march.
Reception	Talk with some confidence about the music heard, giving details about how it makes them feel and what they like/dislike.
Reception	Sing a range of songs melodically with the whole class, in small groups and some children may choose to do this on their own.
Reception	Show some control when playing percussion instruments. For example starting and stopping on a given sign, playing loudly or quietly, quickly or slowly.
Reception	Continue to use the voice or percussion to create own songs and rhythmic patterns.
Reception	Begin to show some confidence and enjoyment when performing songs and music for small audiences.

## Early Learning Goal: Expressive Art and Design

### Being Imaginative

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.