

Middle Barton Primary School – EYFS Progression Map.

Intent:

At Middle Barton Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At Middle Barton Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School sessions. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive focus child feedback and next steps each half term to inform them of what their child is learning each half term and to explain how they can support this at home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Early Learning
Goals.**

Literacy	Reception Skills	<p>Listening to and identifying sounds in the environments. (Au1)</p> <p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p> <p>Listens to familiar stories and able to recall some facts. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>Listens to familiar stories and able to recall facts. (Au2)</p>	<p>To think of and write a short, simple sentence. (Sp1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</p> <p>Identifying sounds on a sound mat. (Sp1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p>	<p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p>	<p>To think of and write a short, simple sentence. (Su1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su1)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>To think of and write a short, simple sentence. (Su2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>Checking written work and making any changes where necessary. (Su2)</p>	<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Word Reading.</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
	Reception Knowledge	<p>Knowing that words can be written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing that words can be written. (Sp1)</p> <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. (Sp2)</p> <p>Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be</p>	

					Knows how to spell some familiar words. (Sp2)	extended by using a connective. (Su1) Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1)	extended by using a connective. (Su2) Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)	
Maths	Areas of learning covered.	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.		Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.		
	Reception Skills	To count up to 10 objects with 1:1 correspondence. (Au1) To match quantities to numeral. (Au1) To begin to recognise numbers automatically on a dice/card to 5. (Au1)	To find the total of 2 groups of objects. To order numbers to 10. (Au2) To identify 2D shapes and talk about their properties. (Au2) To begin to recognise numbers automatically on a dice/card to 5. (Au2) To be able to count to 10 independently. (Au2)	To use non-standard units to measure length, weight and capacity. (Sp1) To use money during role play activities to buy items. (Sp1) To begin to explore number bonds to 5. (Sp1) To be able to count to 20 independently. (Sp1)	To use objects to solve addition and subtraction problems. (Sp2) To share objects between a group of people equally. (Sp2) To explore number bonds to 5. (Sp2)	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1) To read the time to O'Clock on a digital and analogue clock. (Su1)	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2) To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2) To make observations of and compare length, weight and capacity. (Su2)	<p>Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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.</p> <p>Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
	Reception Knowledge	To say the number names to 10 in order. (Au1) To recognise number to 10. (Au1) To write numbers to 10, forming them correctly. (Au1)	To know that addition involves combining two or more groups of objects. (Au2) To begin to read addition number sentences. (Au2) To say number names to 10 in order. (Au2)	To know the names of basic 2D shapes. (Sp1) To know the names of basic 3D shapes. (Sp1) To know that 2D shapes can have corners and side. (Sp1)	To know that addition involves combining two or more groups of objects. (Sp2) To read addition number sentences. (Sp2) To know that subtraction involves	To know that the word 'more' indicates that the group is getting larger. (Su1) To know that the word 'less' indicates that a group is getting smaller. (Su1)	To know the names of some 3D shapes. (Su2) To know that 3D shapes can have faces, vertices and edges. (Su2) To know that addition involves	

			<p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>To know that length, capacity and weight can all be measured. (Sp1)</p> <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p> <p>To know the difference between odd and even. (Sp1)</p>	<p>removing an object from a group. (Sp2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p> <p>To use a number line to help solve simple addition and subtraction number problems. (Sp2)</p>	<p>To be able to count, order and recognise numbers to 20. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p> <p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know that the long hand represents the minutes and the short hand represents hours. (Su1)</p>	<p>combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and recognise numbers to 20. (Su2)</p>	
Physical Development	Reception Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p> <p>To begin to negotiate space effectively. (Au1)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively. (Au2)</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing</p>

	Reception Knowledge	<p>To know which hand to write with. (Au1)</p> <p>To know how to use the trim trail safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	<p>– using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
Communication and Language.	Reception Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p>	<p>To describe features of traditional stories. (Sp1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Sp1)</p>	<p>To describe familiar texts with detail and using full sentences. (Sp2)</p> <p>To begin to ask questions about familiar aspects of their environment and their learning. (Sp2)</p>	<p>To label and sort living things. (Su1)</p> <p>To begin to research using a search engine. (Su1)</p> <p>To describe habitats. (Su1)</p>	<p>To be able to order a range of life cycles. (Su2)</p> <p>To be able to give facts about a specified subject. (Su2)</p>	<p>Listening and Understanding.</p> <p>*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 interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p>
	Reception Knowledge	<p>To know about others. (Au1)</p> <p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts. (Au1)</p>	<p>To know about different festivals. (Au2)</p> <p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>	<p>To know different traditional stories. (Sp1)</p> <p>To know a range of healthy food and exercise. (Sp1)</p> <p>Express their ideas and feelings about their experiences. (Sp1)</p>	<p>To know different features of texts. (Sp2)</p> <p>To talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>To engage in meaningful conversations with others. (Sp2)</p>	<p>To name and sort a range of living things. (Su1)</p> <p>To be able to talk about different habitats. (Su1)</p> <p>To engage in meaningful conversations with others. (Su1)</p>	<p>To know different life cycles. (Su2)</p> <p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p>	<p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking.</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full</p>

								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.	Reception Skills	<p>To describe a friend. (Au1) To know and demonstrate friendly behaviour. (Au1) To understand how to be a good friend. (Au1) To learn to join in with whole group activities. (Au1) To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2) To learn about important dates in their lives. (Au2)</p>	<p>To learn right from wrong. (Sp1) To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To describe a range of different habitats around the world. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>	<p>Self-Regulation. 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.</p>
	Reception Knowledge	<p>To describe and show friendly behaviour. (Au1) To begin taking turns with their friends. (Au1)</p>	<p>To be able to talk about different festivals. (Au2) To understand why different people celebrate different things. (Au2)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1) To be able to talk about how the character could have made a better choice. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	<p>*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. Managing Self. Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *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. 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.</p>

Understanding of the World.	Reception Skills	<p>To talk about how they have changed since they were a baby. (Au1)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1)</p>	<p>To talk about how Hindus celebrate Diwali. (Au2)</p> <p>To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). (Au2)</p>	<p>To identify and sort healthy/unhealthy foods. (Sp1/2)</p> <p>To identify and group a range of fruits and vegetables. (Sp1/2)</p> <p>To talk about a special event in their life. (Sp1/2)</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. (Su1/2)</p> <p>Talking about the life cycle of plants and animals and what they need to survive. (Su1/2)</p> <p>Exploring a range of habitats, looking at why the animal lives like that. (Su1/2)</p>	<p><u>Past and Present.</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	Reception Knowledge	<p>To know the names of different body parts. (Au1)</p> <p>To know that there are many countries around the world. (Au1)</p> <p>To know that people in other countries may speak different languages. (Au1)</p>	<p>To know that people around the world have different religions. (Au2)</p> <p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2)</p> <p>To know that some animals are nocturnal. (Au2)</p> <p>To know that adults do a variety of jobs. (Au2)</p> <p>To know that the emergency services exist and what they do. (Au2)</p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2)</p> <p>To know the names of common fruits and vegetables. (Sp1/2)</p> <p>To know that humans and other animals can grow. (Sp1/2)</p> <p>To understand and use positional language. (Sp1/2)</p> <p>To know that Christians celebrate Easter. (Sp1/2)</p>	<p>To select appropriate materials according to their properties. (Su1/2)</p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. (Su1/2)</p>	<p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p> <p>*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.</p> <p><u>The Natural World.</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in</p>

								the natural world around them, including the seasons and changing states of matter.
	Religious Education.	Christianity What can we learn from faith and other stories?	Hinduism: Diwali festival of light Christianity; What is interesting about the Christmas story?	Islam; How do Islam and other faiths use water and why? Link to ritual wudu and themes of cleanliness, the need to be prepared, the importance of water in desert climate where Islam originated. Jainism and Judaism; How do we choose what food to eat? Passover / symbolic foods (Kosher concept is more accessibly taught within KS2) Jain specific dietary requirements vegetables from the ground/other.	Baha'i and Sikhism; How can we help other people? Service to others, to the community, charity, kindness to others, langar, sewa. Christianity; What kind of person was Jesus?			
Expressive Arts and Design.	Reception Skills	To remember the words to a range of songs. (Au1) To give meaning to the marks that are made. (Au1) Explore colour Find in nature Create a rainbow of objects (Au 1)	Sensory art Finger painting/shaving foam/colourful sand layers (Au2) To use role play to show how 'People who Help Us'. (Au2) Uses simple tools and techniques competently and appropriately. (Au2)	showing emotion i self portraits (Sp1) To use resources to create own props. (Sp1) Constructs with a purpose in mind, using a variety of resources. (Sp1)	Printing Create different patterns/textures with various objects (Sp2) To plan, carry out and evaluate and change where necessary. (Sp2) Manipulates materials to achieve a planned effect. (Sp2)	To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1) Selects appropriate resources and adapts work where necessary. (Su1)	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2)	Creating with Materials. *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. Being Imaginative and Expressive *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.
	Reception Knowledge	To learn a range of songs from around the world. (Au1) To know that people from different countries may have different traditions. (Au1)	To learn the names of different tools and techniques that can be used to create Art. (Au2) To experiment with creating different things and to be able to talk about their uses.	To understand that pictures can be created by making observations or by using imagination. (Sp1) To use paints, pastels and other resources to create observational drawings.	To use a range of props to support and enhance role play. (Sp2) To identify and select resources and tools to achieve a particular outcome.	To know the different uses and purposes of a range of media and materials. (Su1) For children to be able to safely construct with a purpose and	To describe ways of safely using and exploring a variety of materials. (Su2) Selects tools and techniques needed to shape, assemble and join materials	

		For children to be able to safely construct with a purpose and evaluate their designs. (Au1)	(Au2)	(Sp1) For children to be able to safely construct with a purpose and evaluate their designs. (Sp1)	(Sp2)	evaluate their designs. (Su1)	they are using. (Su2)	
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Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.