

St Paul's C of E Primary School
Termly Planning Weekly Overview / Breakdown
Autumn 2017- Animals

EVFS Areas	Week 1 4/09/17	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Halt Term 23.10.17	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Important Dates & General	Home visits Nursery Interviews Home Visits Nursery Interviews	11/09/17 PHSE Focus	18/09/17 Brown Bear Harvest Festival	25/09/17 Bear Hunt	2/10/17 Goldilocks and Three Bears Black History Month	9/10/17 Goldilocks and Three Bears	16/10/17 Bears from around the world international week Diwali		30/10/17	6/11/17 Remembrance (12 th)	13/11/17	20/11/17	27/11/17 Start of advent calendar	4/12/17 Christmas - Nativity	11/12/17 Christmas Nativity	18/12/17 (3 days)
PSHE		I can... Tidy up inside	I can... Tidy up outside	I can... Tidy up inside	I can... Take one piece of fruit	I can... Take one milk	I can... Put on my coat by myself		I can... Put on my coat by myself	I can... Describe my likes and dislikes	I can... Describe my likes and dislikes	I can... Name and describe an emotion other than happy or sad	I can... Name and describe an emotion other than happy or sad	I can... Ask a question	I can... Ask a question	I can... Ask a question
Personal, Social and Emotional Development. Prime		<u>22-36</u> <u>Mnths</u> Interested in others' play and starting to join in. <u>30-50</u> <u>Mnths:</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role- play activity with other children. <u>40-60</u> <u>Mnths:</u> Initiates conversations, attends to and takes account of what others say. Aware of the boundaries set, and of behavioural expectations in the setting	<u>22-36</u> <u>Mnths</u> Separates from main carer with support and encouragement from a familiar adult. <u>30-50</u> <u>Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations. <u>40-60</u> <u>Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting	<u>22-36</u> <u>Mnths</u> Separates from main carer with support and encouragement from a familiar adult. <u>30-50</u> <u>Mnths:</u> Shows confidence in asking adults for help. <u>40-60</u> <u>Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting	<u>22-36</u> <u>Mnths</u> Separates from main carer with support and encouragement from a familiar adult. <u>30-50</u> <u>Mnths:</u> Shows confidence in asking adults for help. <u>40-60</u> <u>Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting	<u>22-36</u> <u>Mnths</u> Separates from main carer with support and encouragement from a familiar adult. <u>30-50</u> <u>Mnths:</u> Keeps play going by responding to what others are saying or doing. <u>40-60</u> <u>Mnths:</u> Can describe self in positive terms and talk about abilities. <u>ELG:</u> They work as part of a group or class, and understand and follow the rules.	<u>22-36</u> <u>Mnths</u> Separates from main carer with support and encouragement from a familiar adult. <u>30-50</u> <u>Mnths:</u> Keeps play going by responding to what others are saying or doing. <u>40-60</u> <u>Mnths:</u> Can describe self in positive terms and talk about abilities. <u>ELG:</u> Talk about their own and others' behaviour,		<u>22-36</u> <u>Mnths</u> Separates from main carer with support and encouragement from a familiar adult. <u>30-50</u> <u>Mnths:</u> Keeps play going by responding to what others are saying or doing. <u>40-60</u> <u>Mnths:</u> Can describe self in positive terms and talk about abilities. <u>ELG:</u> Talk about their own and others' behaviour,	<u>22-36</u> <u>Mnths</u> Seeks out others to share experiences <u>30-50</u> <u>Mnths:</u> Can select and use activities and resources with help. <u>40-60</u> <u>Mnths:</u> Aware of the boundaries set, and of behavioural expectations in the setting <u>ELG:</u> They work as part of a group or class, and understand and follow the rules.	<u>22-36</u> <u>Mnths</u> Can express their own feelings such as sad, happy, cross, scared, worried. <u>30-50</u> <u>Mnths:</u> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. <u>40-60</u> <u>Mnths:</u> Aware of the boundaries set, and of behavioural expectations in the setting <u>ELG:</u> They work as part of a group or class, and understand and follow the rules.	<u>22-36</u> <u>Mnths</u> Can express their own feelings such as sad, happy, cross, scared, worried. <u>30-50</u> <u>Mnths:</u> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. <u>40-60</u> <u>Mnths:</u> Understands that own actions affect other people <u>ELG:</u> They work as part of a group or class, and understand and follow the rules.	<u>22-36</u> <u>Mnths</u> Responds to the feelings and wishes of others. <u>30-50</u> <u>Mnths:</u> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. <u>40-60</u> <u>Mnths:</u> Understands that own actions affect other people <u>ELG:</u> They work as part of a group or class, and understand and follow the rules	<u>22-36</u> <u>Mnths</u> Seeks comfort from familiar adults when needed. <u>30-50</u> <u>Mnths:</u> Can usually adapt behaviour to different events, social situations and changes in routine. <u>40-60</u> <u>Mnths:</u> Explains own knowledge and understanding, and asks appropriate questions of others. <u>ELG:</u> They show sensitivity to others' needs and feelings	<u>22-36</u> <u>Mnths</u> Seeks comfort from familiar adults when needed. <u>30-50</u> <u>Mnths:</u> Can usually adapt behaviour to different events, social situations and changes in routine. <u>40-60</u> <u>Mnths:</u> Explains own knowledge and understanding, and asks appropriate questions of others. <u>ELG:</u> They show sensitivity to others' needs and feelings	<u>22-36</u> <u>Mnths</u> Seeks comfort from familiar adults when needed. <u>30-50</u> <u>Mnths:</u> Can usually adapt behaviour to different events, social situations and changes in routine. <u>40-60</u> <u>Mnths:</u> Explains own knowledge and understanding, and asks appropriate questions of others. <u>ELG:</u> They show sensitivity to others' needs and feelings

		<p><u>ELG:</u> play co-operatively, taking turns with others</p>	<p>in the setting</p> <p><u>ELG:</u> play co-operatively, taking turns with others</p>	<p>to try new activities, and say why they like some activities more than others.</p>	<p>confident to try new activities, and say why they like some activities more than others.</p>					<p>understand and follow the rules.</p>					
<p>Communicati on and Language Prime</p>		<p><u>22-36 Mnths</u> Listens with interest to the noises adults make when they read stories.</p> <p><u>30-50 Mnths:</u> Joins in with repeated refrains</p> <p><u>40-60 Mnths:</u> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><u>ELG:</u> They listen to stories.</p>	<p><u>22-36 Mnths</u> Shows interest in play with sounds, songs and rhymes.</p> <p><u>30-50 Mnths:</u> Listens to stories with increasing attention and recall.</p> <p><u>40-60 Mnths:</u> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><u>ELG:</u> They listen to stories.</p>	<p><u>22-36 Mnths</u> Shows interest in play with sounds, songs and rhymes.</p> <p><u>30-50 Mnths:</u> Listens to stories with increasing attention and recall.</p> <p><u>40-60 Mnths:</u> Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p><u>ELG:</u> Children listen attentively in a range of situations.</p>	<p><u>22-36 Mnths</u> Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'</p> <p><u>30-50 Mnths:</u> Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p><u>40-60 Mnths:</u> Introduces a storyline or narrative into their play.</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'</p> <p><u>30-50 Mnths:</u> Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p><u>40-60 Mnths:</u> Introduces a storyline or narrative into their play.</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p><u>30-50 Mnths:</u> Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Linked to development of "Big write".</p> <p><u>40-60 Mnths:</u> Introduces a storyline or narrative into their play.</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p><u>30-50 Mnths:</u> Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Linked to development of "Big write".</p> <p><u>40-60 Mnths:</u> Introduces a storyline or narrative into their play.</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Holds a conversation, jumping from topic to topic.</p> <p><u>30-50 Mnths:</u> Builds up vocabulary that reflects the breadth of their experiences</p> <p><u>40-60 Mnths:</u> Introduces a storyline or narrative into their play.</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Holds a conversation, jumping from topic to topic.</p> <p><u>30-50 Mnths:</u> Builds up vocabulary that reflects the breadth of their experiences</p> <p><u>40-60 Mnths:</u> Introduces a storyline or narrative into their play.</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</p> <p><u>30-50 Mnths:</u> Responds to simple instructions, e.g. to get or put away an object</p> <p><u>40-60 Mnths:</u> Responds to instructions</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</p> <p><u>30-50 Mnths:</u> Responds to simple instructions, e.g. to get or put away an object</p> <p><u>40-60 Mnths:</u> Responds to instructions</p> <p><u>ELG:</u> They develop their own narratives</p>	<p><u>22-36 Mnths</u> Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>-Linking to the nativity story.</p> <p><u>30-50 Mnths:</u> Questions why things happen and gives explanation s. Asks e.g. <i>who, what, when, how</i>.</p> <p>-Linking to the nativity story.</p> <p><u>40-60 Mnths:</u> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>-Linking to the nativity story</p> <p><u>ELG:</u> They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><u>22-36 Mnths</u> Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>-Linking to the nativity story.</p> <p><u>30-50 Mnths:</u> Questions why things happen and gives explanation s. 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<p>Physical Development † Prime</p>		<p><u>22-36 Mnths</u> Clearly communicates their need for potty or toilet.</p> <p><u>30-50 Mnths:</u> Can usually manage washing and drying hands.</p> <p><u>40-60 Mnths:</u> Usually dry and clean during the day.</p> <p><u>ELG:</u> Going to the toilet independently.</p>	<p><u>22-36 Mnths</u> Turns pages in a book, sometimes several at once.</p> <p><u>30-50 Mnths:</u> Can stand momentarily on one foot when shown.</p> <p><u>40-60 Mnths:</u> Shows a preference for a dominant hand.</p> <p><u>ELG:</u> Going to the toilet independently.</p>	<p><u>22-36 Mnths</u> Turns pages in a book, sometimes several at once.</p> <p><u>30-50 Mnths:</u> Draws lines and circles using gross motor movements.</p> <p><u>40-60 Mnths:</u> Shows a preference for a dominant hand.</p> <p><u>ELG:</u> Going to the toilet independently.</p>	<p><u>22-36 Mnths</u> May be beginning to show preference for dominant hand</p> <p><u>30-50 Mnths:</u> Draws lines and circles using gross motor movements.</p> <p><u>40-60 Mnths:</u> Uses simple tools to effect changes to materials.</p> <p><u>ELG:</u> Going to the toilet independently</p>	<p><u>22-36 Mnths</u> Feeds self competently with spoon.</p> <p><u>30-50 Mnths:</u> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><u>40-60 Mnths:</u> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p><u>ELG:</u> Children know the importance for good health</p>	<p><u>22-36 Mnths</u> Feeds self competently with spoon.</p> <p><u>30-50 Mnths:</u> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><u>40-60 Mnths:</u> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p><u>ELG:</u> Children know the importance for good health</p>		<p><u>22-36 Mnths</u> Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p><u>30-50 Mnths:</u> Mounts stairs, steps or climbing equipment using alternate feet.</p> <p><u>40-60 Mnths:</u> Jumps off an object and lands appropriately</p> <p><u>ELG:</u> Going to the toilet independently</p>	<p><u>22-36 Mnths</u> Feeds self competently with spoon.</p> <p><u>30-50 Mnths:</u> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><u>40-60 Mnths:</u> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p><u>ELG:</u> Children know the importance for good health</p>	<p><u>22-36 Mnths</u> Feeds self competently with spoon.</p> <p><u>30-50 Mnths:</u> Can tell adults when hungry or tired or when they want to rest or play.</p> <p><u>40-60 Mnths:</u> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p><u>ELG:</u> Children know the importance for good health</p>	<p><u>22-36 Mnths</u> Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p><u>30-50 Mnths:</u> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><u>40-60 Mnths:</u> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p><u>ELG:</u> They handle equipment and tools effectively</p>	<p><u>22-36 Mnths</u> Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p><u>30-50 Mnths:</u> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><u>40-60 Mnths:</u> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p><u>ELG:</u> They handle equipment and tools effectively</p>	<p><u>22-36 Mnths</u> Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p><u>30-50 Mnths:</u> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><u>40-60 Mnths:</u> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p><u>ELG:</u> They handle equipment and tools effectively</p>	<p><u>22-36 Mnths</u> Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p><u>30-50 Mnths:</u> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><u>40-60 Mnths:</u> Begins to form recognisable letters.</p> <p><u>ELG:</u> They handle equipment and tools effectively</p>	<p><u>22-36 Mnths</u> Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p><u>30-50 Mnths:</u> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><u>40-60 Mnths:</u> Begins to form recognisable letters.</p> <p><u>ELG:</u> They handle equipment and tools effectively</p>
<p>Literacy Specific</p>		<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Joins in with repeated refrains and anticipates key events and</p>	<p><u>22-36 Mnths</u> Repeats words or phrases from familiar stories.</p> <p><u>30-50 Mnths:</u> Listens to stories with increasing attention and recall.</p> <p><u>40-60 Mnths:</u> Enjoys an</p>	<p><u>22-36 Mnths</u> Repeats words or phrases from familiar stories.</p> <p><u>30-50 Mnths:</u> Listens to stories with increasing attention and recall</p> <p><u>40-60 Mnths:</u> Enjoys an</p>	<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Sometimes gives meaning to marks as they draw and paint.</p> <p><u>40-60 Mnths:</u></p>	<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Sometimes gives meaning to marks as they draw and paint.</p> <p><u>40-60 Mnths:</u></p>	<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Sometimes gives meaning to marks as they draw and paint.</p> <p><u>40-60 Mnths:</u></p>		<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Sometimes gives meaning to marks as they draw and paint.</p> <p><u>40-60 Mnths:</u></p>	<p><u>22-36 Mnths</u> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 Mnths:</u> Sometimes gives meaning to marks as</p>	<p><u>22-36 Mnths</u> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 Mnths:</u> Sometimes gives meaning to marks as</p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Enjoys rhyming and rhythmic activities.</p> <p><u>40-60 Mnths:</u> Continues a</p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Enjoys rhyming and rhythmic activities.</p> <p><u>40-60 Mnths:</u> Continues a</p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Describes main story settings, events and principal characters.</p> <p><u>40-60 Mnths:</u></p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Describes main story settings, events and principal characters.</p> <p><u>40-60 Mnths:</u></p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Describes main story settings, events and principal characters.</p> <p><u>40-60 Mnths:</u></p>

		<p>phrases in rhymes and stories.</p> <p>40-60 <u>Mnths:</u> Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>increasing range of books.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>increasing range of books.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>		<p>Gives meaning to marks they make as they draw, write and paint.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>they draw and paint.</p> <p>40-60 <u>Mnths:</u> Gives meaning to marks they make as they draw, write and paint.</p> <p><u>ELG:</u> Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>they draw and paint.</p> <p>40-60 <u>Mnths:</u> Gives meaning to marks they make as they draw, write and paint.</p> <p><u>ELG:</u> Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>rhyming string.</p> <p><u>ELG:</u> They also read some common irregular words.</p>	<p>rhyming string.</p> <p><u>ELG:</u> They also read some common irregular words.</p>	<p><u>Mnths:</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><u>ELG:</u> They also read some common irregular words.</p>	<p><u>Mnths:</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><u>ELG:</u> They also read some common irregular words.</p>	<p><u>Mnths:</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><u>ELG:</u> They also read some common irregular words.</p>
<p>Mathematics Specific</p>	<p>22-36 <u>Mnths</u> Recites some number names in sequence.</p> <p>30-50 <u>Mnths:</u> Uses some number names and number language spontaneously.</p> <p>40-60 <u>Mnths:</u> Recognises numerals 1 to 5.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20,</p>	<p>22-36 <u>Mnths</u> Recites some number names in sequence.</p> <p>30-50 <u>Mnths:</u> Uses some number names accurately in play.</p> <p>40-60 <u>Mnths:</u> Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20,</p>	<p>22-36 <u>Mnths</u> Begins to make comparisons between quantities.</p> <p>30-50 <u>Mnths:</u> Sometimes matches numeral and quantity correctly.</p> <p>40-60 <u>Mnths:</u> Counts up to three or four objects by saying one number name for each item.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20, place them in order.</p>	<p>22-36 <u>Mnths</u> Begins to make comparisons between quantities</p> <p>30-50 <u>Mnths:</u> Sometimes matches numeral and quantity correctly.</p> <p>40-60 <u>Mnths:</u> Counts up to three or four objects by saying one number name for each item.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20, place them in order.</p>	<p>22-36 <u>Mnths</u> Begins to make comparisons between quantities</p> <p>30-50 <u>Mnths:</u> Sometimes matches numeral and quantity correctly.</p> <p>40-60 <u>Mnths:</u> Counts up to three or four objects by saying one number name for each item.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20, place them in order.</p>	<p>22-36 <u>Mnths</u> Uses some language of quantities, such as 'more' and 'a lot'</p> <p>30-50 <u>Mnths:</u> Compares two groups of objects</p> <p>40-60 <u>Mnths:</u> Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given</p>		<p>22-36 <u>Mnths</u> Uses some language of quantities, such as 'more' and 'a lot'</p> <p>30-50 <u>Mnths:</u> Compares two groups of objects</p> <p>40-60 <u>Mnths:</u> Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p><u>ELG:</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given</p>	<p>22-36 <u>Mnths</u> Notifies simple shapes and patterns in pictures.</p> <p>30-50 <u>Mnths:</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>40-60 <u>Mnths:</u> Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes</p> <p><u>ELG:</u> They explore characteristics of everyday</p>	<p>22-36 <u>Mnths</u> Notifies simple shapes and patterns in pictures.</p> <p>30-50 <u>Mnths:</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>40-60 <u>Mnths:</u> Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes</p> <p><u>ELG:</u> They explore characteristics of everyday</p>	<p>22-36 <u>Mnths</u> Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 <u>Mnths:</u> Shows interest in shape by playing with shapes or making arrangements with objects.</p> <p>40-60 <u>Mnths:</u> Uses familiar objects and common shapes to create and recreate patterns and build models</p> <p><u>ELG:</u> They recognise, create and describe patterns</p>	<p>22-36 <u>Mnths</u> Beginning to categorise objects according to properties such as shape or size</p> <p>30-50 <u>Mnths:</u> Uses shapes appropriately for tasks.</p> <p>40-60 <u>Mnths:</u> Uses familiar objects and common shapes to create and recreate patterns and build models</p> <p><u>ELG:</u> They recognise, create and describe patterns</p>	<p>22-36 <u>Mnths</u> Beginning to categorise objects according to properties such as shape or size</p> <p>30-50 <u>Mnths:</u> Uses shapes appropriately for tasks.</p> <p>40-60 <u>Mnths:</u> Selects a particular named shape.</p> <p><u>ELG:</u> They explore characteristics of everyday objects and shapes</p>	<p>22-36 <u>Mnths</u> Beginning to categorise objects according to properties such as shape or size</p> <p>30-50 <u>Mnths:</u> Uses shapes appropriately for tasks.</p> <p>40-60 <u>Mnths:</u> Selects a particular named shape.</p> <p><u>ELG:</u> They explore characteristics of everyday objects and shapes</p>		

							number.		number.	objects and shapes	everyday objects and shapes	They recognise, create and describe patterns.				
Understanding of the World. Specific		<p><u>22-36 Mnths</u> Has a sense of own immediate family and relations.</p> <p><u>30-50 Mnths:</u> Shows interest in the lives of people who are familiar to them.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>22-36 Mnths</u> Has a sense of own immediate family and relations.</p> <p><u>30-50 Mnths:</u> Shows interest in the lives of people who are familiar to them.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>22-36 Mnths</u> Has a sense of own immediate family and relations.</p> <p><u>30-50 Mnths:</u> Shows interest in different occupations and ways of life.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>22-36 Mnths</u> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p><u>30-50 Mnths:</u> Shows interest in different occupations and ways of life.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines. -Link to CL talking about home and family life.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>22-36 Mnths</u> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p><u>30-50 Mnths:</u> Shows interest in different occupations and ways of life.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines. -Link to CL talking about home and family life.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>22-36 Mnths</u> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p><u>30-50 Mnths:</u> Shows interest in different occupations and ways of life.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines. -Link to CL talking about home and family life.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>Mnths</u> In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p><u>30-50 Mnths:</u> Shows interest in different occupations and ways of life.</p> <p><u>40-60 Mnths:</u> Enjoys joining in with family customs and routines. -Link to CL talking about home and family life.</p> <p><u>ELG:</u> Children talk about past and present events in their own lives and in the lives of family members</p>	<p><u>22-36 Mnths</u> Beginning to have their own friends.</p> <p><u>30-50 Mnths:</u> Can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	<p><u>22-36 Mnths</u> Beginning to have their own friends.</p> <p><u>30-50 Mnths:</u> Can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	<p><u>22-36 Mnths</u> Beginning to have their own friends.</p> <p><u>30-50 Mnths:</u> Can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	<p><u>22-36 Mnths</u> Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>30-50 Mnths:</u> Recognises and describes special times or events for family or friends.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	<p><u>22-36 Mnths</u> Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>30-50 Mnths:</u> Recognises and describes special times or events for family or friends.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	<p><u>22-36 Mnths</u> Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>30-50 Mnths:</u> Recognises and describes special times or events for family or friends.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	<p><u>22-36 Mnths</u> Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>30-50 Mnths:</u> Recognises and describes special times or events for family or friends.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They know about similarities and differences between themselves and others</p>	
	Expressive Arts and design Specific	<p><u>22-36 Mnths</u> Joins in singing favourite songs.</p> <p><u>30-50 Mnths:</u> Sings a few familiar</p>	<p><u>22-36 Mnths</u> Joins in singing favourite songs.</p> <p><u>30-50 Mnths:</u> Sings a few familiar</p>	<p><u>22-36 Mnths</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Creates sounds by banging, shaking, tapping or blowing.</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Beginning to use representation to communicate e, e.g. drawing a line and saying</p>	<p><u>22-36 Mnths</u> Beginning to use representation to communicate e, e.g. drawing a line and saying</p>	<p><u>22-36 Mnths</u> Beginning to use representation to communicate e, e.g. drawing a line and saying</p>	<p><u>22-36 Mnths</u> Beginning to make-believe by pretending.</p> <p><u>30-50 Mnths:</u> Engages in imaginative</p>	<p><u>22-36 Mnths</u> Beginning to make-believe by pretending.</p> <p><u>30-50 Mnths:</u> Engages in imaginative</p>	<p><u>22-36 Mnths</u> Beginning to make-believe by pretending.</p> <p><u>30-50 Mnths:</u> Engages in imaginative</p>	<p><u>22-36 Mnths</u> Beginning to make-believe by pretending.</p> <p><u>30-50 Mnths:</u> Engages in imaginative</p>

		<p>songs.</p> <p><u>40-60</u> <u>Mnths:</u> Begins to build a repertoire of songs and dances.</p> <p><u>ELG:</u> Children sing songs, make music</p>	<p>songs.</p> <p><u>40-60</u> <u>Mnths:</u> Begins to build a repertoire of songs and dances.</p> <p><u>ELG:</u> Children sing songs, make music</p>	<p>Explores and learns how sounds can be changed.</p> <p><u>40-60</u> <u>Mnths:</u> Explores the different sounds of instruments</p> <p><u>ELG:</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Explores and learns how sounds can be changed.</p> <p><u>40-60</u> <u>Mnths:</u> Explores the different sounds of instruments</p> <p><u>ELG:</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>Explores and learns how sounds can be changed.</p> <p><u>40-60</u> <u>Mnths:</u> Explores the different sounds of instruments</p> <p><u>ELG:</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>		<p>Imitates movement in response to music.</p> <p><u>40-60</u> <u>Mnths:</u> Explores the different sounds of instruments</p> <p><u>ELG:</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>'That's me.'</p> <p><u>30-50</u> <u>Mnths:</u> Captures experiences and responses with a range of media.</p> <p><u>40-60</u> <u>Mnths:</u> Create simple representations of events, people and objects.</p> <p><u>ELG:</u> Children use what they have learnt about media and materials in original ways.</p>	<p>'That's me.'</p> <p><u>30-50</u> <u>Mnths:</u> Captures experiences and responses with a range of media.</p> <p><u>40-60</u> <u>Mnths:</u> Create simple representations of events, people and objects.</p> <p><u>ELG:</u> Children use what they have learnt about media and materials in original ways.</p>	<p>'That's me.'</p> <p><u>30-50</u> <u>Mnths:</u> Captures experiences and responses with a range of media.</p> <p><u>40-60</u> <u>Mnths:</u> Create simple representations of events, people and objects.</p> <p><u>ELG:</u> Children use what they have learnt about media and materials in original ways.</p>	<p>role-play based on own first-hand experiences .</p> <p><u>40-60</u> <u>Mnths:</u> Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><u>ELG:</u> They represent their own ideas, thoughts and feelings</p>	<p>role-play based on own first-hand experiences .</p> <p><u>40-60</u> <u>Mnths:</u> Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><u>ELG:</u> They represent their own ideas, thoughts and feelings</p>	<p>role-play based on own first-hand experiences .</p> <p><u>40-60</u> <u>Mnths:</u> Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><u>ELG:</u> They represent their own ideas, thoughts and feelings</p>	<p>role-play based on own first-hand experiences .</p> <p><u>40-60</u> <u>Mnths:</u> Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><u>ELG:</u> They represent their own ideas, thoughts and feelings</p>
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St Paul's C of E Primary School
Termly Planning Weekly Overview / Breakdown
Spring 2018

EIFS Areas	Week 1 3th January	Week 2 8th January	Week 3 15th January	Week 4 22nd January	Week 5 29th January	Week 6 5th February	Half Term 12th Feb	Week 7 19th February	Week 8 26th February	Week 9 5th March	Week 10 12th March	Week 11 19th March	Week 12 26th March
Important Dates & General				St Paul's day 25th Jan Chinese New Year		Valentine's day 14th Feb			Shrove Tuesday- pancake day (Tuesday)	St David's Day (1st March)	St Patrick's day - 17th March Mothering Sunday		Good Friday
Books/													
PSHE	Themes of being lost-sharing feelings	Making the right choices -	Where would rather be....P4C	What can we do to make the world better place-kindness		Love means..... Should we love..... P4C							
Personal, Social and Emotional Development. Prime	<p><u>22-36 Mnths</u> Shows understanding and cooperates with some boundaries and routines.</p> <p><u>30-50 Mnths:</u> Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><u>40-60 Mnths:</u> Can describe self in positive terms and talk about abilities.</p> <p><u>ELG:</u> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p>	<p><u>22-36 Mnths</u> Shows understanding and cooperates with some boundaries and routines.</p> <p><u>30-50 Mnths:</u> Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p><u>40-60 Mnths:</u> Can describe self in positive terms and talk about abilities.</p> <p><u>ELG:</u> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p>	<p><u>22-36 Mnths</u> Shows understanding and cooperates with some boundaries and routines.</p> <p><u>30-50 Mnths:</u> Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p><u>40-60 Mnths:</u> Can describe self in positive terms and talk about abilities.</p> <p><u>ELG:</u> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>40-60 Mnths:</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><u>ELG:</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences,</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>40-60 Mnths:</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><u>ELG:</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences,</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>40-60 Mnths:</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><u>ELG:</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences,</p>		<p><u>22-36 Mnths</u> Aware that some actions can hurt or harm others. Shows affection and concern for people who are special to them.</p> <p><u>30-50 Mnths:</u> Welcomes and values praise for what they have done.</p> <p><u>40-60 Mnths:</u> Takes steps to resolve conflicts with other children.</p> <p><u>ELG:</u> They take account of one another's ideas.</p>	<p><u>22-36 Mnths</u> Aware that some actions can hurt or harm others. Shows affection and concern for people who are special to them.</p> <p><u>30-50 Mnths:</u> Welcomes and values praise for what they have done.</p> <p><u>40-60 Mnths:</u> Takes steps to resolve conflicts with other children.</p> <p><u>ELG:</u> They take account of one another's ideas.</p>	<p><u>22-36 Mnths</u> Tries to help or give comfort when others are distressed. Shows affection and concern for people who are special to them.</p> <p><u>30-50 Mnths:</u> Initiates play, offering cues to peers to join them.</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression.</p> <p><u>ELG:</u> They adjust their behaviour to different situations.</p>	<p><u>22-36 Mnths</u> Tries to help or give comfort when others are distressed. Shows affection and concern for people who are special to them.</p> <p><u>30-50 Mnths:</u> Initiates play, offering cues to peers to join them</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression.</p> <p><u>ELG:</u> They adjust their behaviour to different situations.</p>	<p><u>22-36 Mnths</u> Expresses own preferences and interests.</p> <p><u>30-50 Mnths:</u> Enjoys responsibility of carrying out small tasks.</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression.</p> <p><u>ELG:</u> They adjust their behaviour to different situations.</p>	

				about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	and know that some behaviour is unacceptable	and know that some behaviour is unacceptable.							
Communication and Language Prime	<p><u>22-36 Mnths</u> Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p><u>30-50 Mnths:</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p><u>40-60 Mnths:</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p><u>ELG:</u> They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p><u>22-36 Mnths</u> Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p><u>30-50 Mnths:</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p><u>40-60 Mnths:</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p><u>ELG:</u> They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p><u>22-36 Mnths</u> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p><u>30-50 Mnths:</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p><u>40-60 Mnths:</u> Uses language to imagine and recreate roles and experiences in play situations.</p> <p><u>ELG:</u> They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>22-36 Mnths</u> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p><u>30-50 Mnths:</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p><u>40-60 Mnths:</u> Uses language to imagine and recreate roles and experiences in play situations.</p> <p><u>ELG:</u> They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>22-36 Mnths</u> Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p><u>30-50 Mnths:</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p><u>40-60 Mnths:</u> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p><u>ELG:</u> Children express themselves effectively, showing awareness of listeners' needs.</p>	<p><u>22-36 Mnths</u> Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p><u>30-50 Mnths:</u> Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p><u>40-60 Mnths:</u> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p><u>ELG:</u> Children express themselves effectively, showing awareness of listeners' needs.</p>		<p><u>22-36 Mnths</u> Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</p> <p><u>30-50 Mnths:</u> Focusing attention - still listen or do, but can shift own attention.</p> <p><u>40-60 Mnths:</u> Two-channelled attention - can listen and do for short span.</p> <p><u>ELG:</u> Accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p><u>22-36 Mnths</u> Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</p> <p><u>30-50 Mnths:</u> Focusing attention - still listen or do, but can shift own attention.</p> <p><u>40-60 Mnths:</u> Two-channelled attention - can listen and do for short span.</p> <p><u>ELG:</u> Accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p><u>22-36 Mnths</u> Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p><u>30-50 Mnths:</u> Uses a range of tenses (e.g. play, playing, will play, played).</p> <p><u>40-60 Mnths:</u> Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>ELG:</u> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><u>22-36 Mnths</u> Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p><u>30-50 Mnths:</u> Uses a range of tenses (e.g. play, playing, will play, played).</p> <p><u>40-60 Mnths:</u> Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>ELG:</u> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><u>22-36 Mnths</u> Beginning to use word endings (e.g. going, cats).</p> <p><u>30-50 Mnths:</u> Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p><u>40-60 Mnths:</u> Links statements and sticks to a main theme or intention.</p> <p><u>ELG:</u> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	
Physical Development Prime	<p><u>22-36 Mnths</u> Runs safely on whole foot. · Squats with steadiness to rest or play with object on</p>	<p><u>22-36 Mnths</u> Runs safely on whole foot. · Squats with steadiness to rest or play with object on the</p>	<p><u>22-36 Mnths</u> Can kick a large ball. Drinks well without spilling.</p>	<p><u>22-36 Mnths</u> Can kick a large ball. . Drinks well without spilling.</p>	<p><u>22-36 Mnths</u> Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p><u>22-36 Mnths</u> Beginning to use three fingers (tripod grip) to hold writing tools.</p>		<p><u>22-36 Mnths</u> Beginning to recognise danger and seeks support of significant adults for</p>	<p><u>22-36 Mnths</u> Beginning to recognise danger and seeks support of significant adults for help.</p>	<p><u>22-36 Mnths</u> Beginning to be independent in self-care, but still often needs adult</p>	<p><u>22-36 Mnths</u> Beginning to be independent in self-care, but still often needs adult support</p> <p><u>30-50 Mnths:</u></p>	<p><u>22-36 Mnths</u> Climbs confidently and is beginning to pull themselves up on nursery play climbing</p>	

	<p>the ground, and rises to feet without using hands.</p> <p><u>30-50 Mnths:</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><u>40-60 Mnths:</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><u>ELG:</u> They move confidently in a range of ways, safely negotiating space.</p>	<p>ground, and rises to feet without using hands.</p> <p><u>30-50 Mnths:</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><u>40-60 Mnths:</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><u>ELG:</u> They move confidently in a range of ways, safely negotiating space.</p>	<p><u>30-50 Mnths:</u> Can catch a large ball.</p> <p><u>40-60 Mnths:</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><u>ELG:</u> Children show good control and co-ordination in large and small movements.</p>	<p><u>30-50 Mnths:</u> Can catch a large ball.</p> <p><u>40-60 Mnths:</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><u>ELG:</u> Children show good control and co-ordination in large and small movements.</p>	<p><u>30-50 Mnths:</u> Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><u>40-60 Mnths:</u> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>ELG:</u> They handle equipment and tools effectively, including pencil for writing.</p>	<p><u>30-50 Mnths:</u> Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p><u>40-60 Mnths:</u> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>ELG:</u> They handle equipment and tools effectively, including pencil for writing.</p>		<p>help.</p> <p><u>30-50 Mnths:</u> Understands that equipment and tools have to be used safely.</p> <p><u>40-60 Mnths:</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p><u>ELG:</u> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p><u>30-50 Mnths:</u> Understands that equipment and tools have to be used safely.</p> <p><u>40-60 Mnths:</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p><u>ELG:</u> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>support</p> <p><u>30-50 Mnths:</u> Observes the effects of activity on their bodies.</p> <p><u>40-60 Mnths:</u> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><u>ELG:</u> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Observes the effects of activity on their bodies.</p> <p><u>40-60 Mnths:</u> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><u>ELG:</u> Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>equipment.</p> <p><u>30-50 Mnths:</u> Walks downstairs, two feet to each step while carrying a small object.</p> <p>· Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><u>40-60 Mnths:</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><u>ELG:</u> They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Literacy Specific	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Listens to stories with increasing attention and recall.</p> <p><u>40-60 Mnths:</u> Knows that information can be retrieved from books and computers.</p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Listens to stories with increasing attention and recall.</p> <p><u>40-60 Mnths:</u> Knows that information can be retrieved from books and computers.</p> <p><u>ELG:</u> Children read and understand simple sentences.</p>	<p><u>22-36 Mnths</u> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>30-50 Mnths:</u> Beginning to be aware of the way stories are structured. Suggests how the story might end.</p> <p><u>40-60 Mnths:</u> Begins to read words and simple sentences.</p> <p><u>ELG:</u></p>	<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Beginning to be aware of the way stories are structured. Suggests how the story might end.</p> <p><u>40-60 Mnths:</u> Begins to read words and simple sentences.</p> <p><u>ELG:</u> They use phonic</p>	<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Looks at books independently. Handles books carefully.</p> <p><u>40-60 Mnths:</u> Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><u>ELG:</u> They also write some irregular common words</p>	<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Looks at books independently. Handles books carefully.</p> <p><u>40-60 Mnths:</u> Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><u>ELG:</u> They also write some irregular common words</p>		<p><u>22-36 Mnths</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Mnths:</u> Recognises familiar words and signs such as own name and advertising logos.</p> <p><u>40-60 Mnths:</u> Uses some clearly identifiable identifiable meaning, representing</p>	<p><u>22-36 Mnths</u> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 Mnths:</u> Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><u>40-60 Mnths:</u> Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>ELG:</u></p>	<p><u>22-36 Mnths</u> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 Mnths:</u> Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><u>40-60 Mnths:</u> Attempts to write short sentences in meaningful contexts.</p> <p><u>ELG:</u> Some words are</p>	<p><u>22-36 Mnths</u> Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 Mnths:</u> Ascribes meanings to marks that they see in different places.</p> <p><u>40-60 Mnths:</u> Attempts to write short sentences in meaningful contexts.</p> <p><u>ELG:</u> Some words are</p>	<p><u>22-36 Mnths</u> Repeats words or phrases from familiar stories.</p> <p><u>30-50 Mnths:</u> Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p> <p><u>40-60 Mnths:</u> Begins to break the flow of speech into words. Continues a rhyming string.</p> <p><u>ELG:</u></p>

	<p><u>ELG:</u> Children read and understand simple sentences.</p>		<p>They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>	<p>knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>			<p>some sounds correctly and in sequence.</p> <p><u>ELG:</u> They write simple sentences which can be read by themselves and others - Reception.</p>	<p>They write simple sentences which can be read by themselves and others - Reception</p>	<p><u>ELG:</u> Some words are spelt correctly and others are phonetically plausible - Reception.</p>	<p>spelt correctly and others are phonetically plausible - Reception.</p>	<p>They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>
<p>Mathematics Specific</p>	<p><u>22-36 Mnths</u> Begins to use the language of size.</p> <p><u>30-50 Mnths:</u> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p><u>40-60 Mnths:</u> Orders two or three items by length or height.</p> <p><u>ELG:</u> Children use everyday language to talk about size and to solve problems.</p>	<p><u>22-36 Mnths</u> Beginning to categorise objects according to properties such as shape or size.</p> <p><u>30-50 Mnths:</u> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p><u>40-60 Mnths:</u> Orders two items by capacity.</p> <p><u>ELG:</u> Children use everyday language to talk about capacity and to solve problems.</p>	<p><u>22-36 Mnths</u> Uses some language of quantities, such as 'more' and 'a lot'</p> <p><u>30-50 Mnths:</u> Shows an interest in number problems.</p> <p><u>40-60 Mnths:</u> Estimates how many objects they can see and checks by counting them.</p> <p><u>ELG:</u> They solve problems (Estimating).</p>	<p><u>22-36 Mnths</u> Beginning to categorise objects according to properties such as shape or size.</p> <p><u>30-50 Mnths:</u> Uses positional language.</p> <p><u>40-60 Mnths:</u> Can describe their relative position such as 'behind' or 'next to'.</p> <p><u>ELG:</u> Children use everyday language to talk about position and to solve problems.</p>	<p><u>22-36 Mnths</u> Knows that a group of things changes in quantity when something is added</p> <p><u>30-50 Mnths:</u> Knows that numbers identify how many objects are in a set.</p> <p><u>40-60 Mnths:</u> Finds the total number of items in two groups by counting all of them.</p> <p><u>ELG:</u> Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p>	<p><u>22-36 Mnths</u> Knows that a group of things changes in quantity when something is added</p> <p><u>30-50 Mnths:</u> Shows curiosity about numbers by offering comments or asking questions.</p> <p><u>40-60 Mnths:</u> In practical activities and discussion, beginning to use the vocabulary involved in adding</p> <p><u>ELG:</u> Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p>	<p><u>22-36 Mnths</u> Knows that a group of things changes in quantity when something is taken away</p> <p><u>30-50 Mnths:</u> Knows that numbers identify how many objects are in a set.</p> <p><u>40-60 Mnths:</u> In practical activities and discussion, beginning to use the vocabulary involved in subtracting.</p> <p><u>ELG:</u> Using quantities and objects, they subtract two single-digit numbers and count back to find the answer.</p>	<p><u>22-36 Mnths</u> Knows that a group of things changes in quantity when something is taken away</p> <p><u>30-50 Mnths:</u> Knows that numbers identify how many objects are in a set.</p> <p><u>40-60 Mnths:</u> In practical activities and discussion, beginning to use the vocabulary involved subtracting.</p> <p><u>ELG:</u> Using quantities and objects, they subtract two single-digit numbers and count back to find the answer.</p>	<p><u>22-36 Mnths</u> Uses some language of quantities, such as 'more' and 'a lot'</p> <p><u>30-50 Mnths:</u> Uses positional language.</p> <p><u>40-60 Mnths:</u> Orders two or three items by length or height.</p> <p><u>ELG:</u> Children use everyday language to talk about distance and to solve problems.</p>	<p><u>22-36 Mnths</u> Knows that a group of things changes in quantity when something is added or taken away</p> <p><u>30-50 Mnths:</u> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p><u>40-60 Mnths:</u> Orders two items by weight</p> <p><u>ELG:</u> Children use everyday language to talk about weight and to solve problems</p>	
<p>Understanding of the World. Specific</p>	<p><u>22-36 Mnths</u> Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p><u>30-50 Mnths:</u> Comments and asks questions about aspects of their familiar world such as the place where</p>	<p><u>22-36 Mnths</u> Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p><u>30-50 Mnths:</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p><u>22-36 Mnths</u> Notifies detailed features of objects in their environment.</p> <p><u>30-50 Mnths:</u> Can talk about some of the things they have observed such as plants, animals, natural and</p>	<p><u>22-36 Mnths</u> Notifies detailed features of objects in their environment.</p> <p><u>30-50 Mnths:</u> Can talk about some of the things they have observed such as plants, animals, natural and</p>	<p><u>22-36 Mnths</u> Notifies detailed features of objects in their environment.</p> <p><u>30-50 Mnths:</u> Shows care and concern for living things and the environment.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences,</p>	<p><u>22-36 Mnths</u> Notifies detailed features of objects in their environment.</p> <p><u>30-50 Mnths:</u> Shows care and concern for living things and the environment.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences,</p>	<p><u>22-36 Mnths</u> Seeks to acquire basic skills in turning on and operating some ICT equipment</p> <p><u>30-50 Mnths:</u> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control</p>	<p><u>22-36 Mnths</u> Seeks to acquire basic skills in turning on and operating some ICT equipment</p> <p><u>30-50 Mnths:</u> . Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p>	<p><u>22-36 Mnths</u> Seeks to acquire basic skills in turning on and operating some ICT equipment</p> <p><u>30-50 Mnths:</u> Shows an interest in technological toys with knobs or pulleys, or real objects such</p>	<p><u>22-36 Mnths</u> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p><u>30-50 Mnths:</u> Knows that information can be retrieved from computers</p> <p><u>40-60 Mnths:</u> Uses ICT hardware</p>	<p><u>22-36 Mnths</u> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p><u>30-50 Mnths:</u> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or</p>

	<p>they live or the natural world.</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>found objects</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>found objects</p> <p><u>40-60 Mnths:</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG:</u> They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>patterns and change.</p> <p><u>ELG:</u> They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>patterns and change.</p> <p><u>ELG:</u> They talk about the features of their own immediate environment and how environments might vary from one another.</p>		<p><u>40-60 Mnths:</u> Completes a simple program on a computer.</p> <p><u>ELG:</u> Children recognise that a range of technology is used in places such as homes and schools.</p>	<p><u>40-60 Mnths:</u> Completes a simple program on a computer.</p> <p><u>ELG:</u> Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>as cameras or mobile phones</p> <p><u>40-60 Mnths:</u> Completes a simple program on a computer.</p> <p><u>ELG:</u> Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>to interact with age appropriate computer software.</p> <p><u>ELG:</u> They select and use technology for particular purposes</p>	<p>new images.</p> <p><u>40-60 Mnths:</u> Uses ICT hardware to interact with age appropriate computer software.</p> <p><u>ELG:</u> They select and use technology for particular purposes</p>	
<p>Expressive Arts and design Specific</p>	<p><u>22-36 Mnths</u> Experiments with blocks, colours and marks.</p> <p><u>30-50 Mnths:</u> Explores colour and how colours can be changed.</p> <p><u>40-60 Mnths:</u> Explores what happens when they mix colours.</p> <p><u>ELG:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>22-36 Mnths</u> Experiments with blocks, colours and marks.</p> <p><u>30-50 Mnths:</u> Explores colour and how colours can be changed.</p> <p><u>40-60 Mnths:</u> Explores what happens when they mix colours.</p> <p><u>ELG:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>22-36 Mnths</u> Experiments with blocks, colours and marks.</p> <p><u>30-50 Mnths:</u> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p><u>40-60 Mnths:</u> Understands that different media can be combined to create new effects.</p> <p><u>ELG:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>22-36 Mnths</u> Experiments with blocks, colours and marks.</p> <p><u>30-50 Mnths:</u> Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p><u>40-60 Mnths:</u> Manipulates materials to achieve a planned effect.</p> <p><u>ELG:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>22-36 Mnths</u> Experiments with blocks, colours and marks.</p> <p><u>30-50 Mnths:</u> Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p><u>40-60 Mnths:</u> Constructs with a purpose in mind, using a variety of resources</p> <p><u>ELG:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p><u>22-36 Mnths</u> Experiments with blocks, colours and marks.</p> <p><u>30-50 Mnths:</u> Uses various construction materials</p> <p><u>40-60 Mnths:</u> Constructs with a purpose in mind, using a variety of resources</p> <p><u>ELG:</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>		<p><u>22-36 Mnths</u> Shows an interest in the way musical instruments sound.</p> <p><u>30-50 Mnths:</u> Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><u>ELG:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>22-36 Mnths</u> Shows an interest in the way musical instruments sound.</p> <p><u>30-50 Mnths:</u> Joins construction pieces together to build and balance.</p> <p><u>40-60 Mnths:</u> Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><u>ELG:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>22-36 Mnths</u> Shows an interest in the way musical instruments sound.</p> <p><u>30-50 Mnths:</u> Joins construction pieces together to build and balance.</p> <p><u>40-60 Mnths:</u> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p><u>ELG:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>22-36 Mnths</u> Shows an interest in the way musical instruments sound.</p> <p><u>30-50 Mnths:</u> Sings to self and makes up simple songs. Makes up rhythms.</p> <p><u>40-60 Mnths:</u> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p><u>ELG:</u> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>22-36 Mnths</u> Shows an interest in the way musical instruments sound.</p> <p><u>30-50 Mnths:</u> Sings to self and makes up simple songs. Makes up rhythms.</p> <p><u>40-60 Mnths:</u> Chooses particular colours to use for a purpose</p> <p><u>ELG:</u> They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	

St Paul's C of E Primary School
Termly Planning Weekly Overview / Breakdown
Summer 2018

EFYS Areas	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Half term	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Important Dates & General														
PSHE	I can make someone feel special	I can make someone feel special	I can recognise how my behaviour affects others	I can recognise how my behaviour affects others	I can have a go at resolving a conflict and reaching a compromise	I can have a go at resolving a conflict and reaching a compromise	I can have a go at resolving a conflict and reaching a compromise		I can listen to other people's view	I can listen to other people's view	I can take turns as part of a team	I can take turns as part of a team	I can identify my own and the strengths of others	I can identify my own and the strengths of others
Personal, Social and Emotional Development. Prime	<p><u>22-36 Mnths</u> Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p><u>30-50 Mnths:</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p>	<p><u>22-36 Mnths</u> Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p><u>30-50 Mnths:</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p><u>ELG:</u></p>	<p><u>22-36 Mnths</u> Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p><u>30-50 Mnths:</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p><u>ELG:</u></p>	<p><u>22-36 Mnths</u> Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p><u>30-50 Mnths:</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p><u>40-60 Mnths:</u> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p> <p><u>ELG:</u></p>	<p><u>22-36 Mnths</u> Growing ability to distract self when upset, e.g. by engaging in a new play activity</p> <p><u>30-50 Mnths:</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><u>40-60 Mnths:</u> Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p><u>ELG:</u> They take account of one another's</p>	<p><u>22-36 Mnths</u> Growing ability to distract self when upset, e.g. by engaging in a new play activity</p> <p><u>30-50 Mnths:</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><u>40-60 Mnths:</u> Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p><u>ELG:</u> They take account of one another's</p>	<p><u>22-36 Mnths</u> Growing ability to distract self when upset, e.g. by engaging in a new play activity</p> <p><u>30-50 Mnths:</u> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><u>40-60 Mnths:</u> Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p><u>ELG:</u> They take account of one another's ideas about</p>		<p><u>22-36 Mnths</u> Shows affection and concern for people who are special to them.</p> <p><u>30-50 Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><u>40-60 Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>ELG:</u> They show sensitivity to others' needs and feelings, and form positive relationships</p>	<p><u>22-36 Mnths</u> Shows affection and concern for people who are special to them.</p> <p><u>30-50 Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><u>40-60 Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>ELG:</u> They show sensitivity to others' needs and feelings, and form</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><u>40-60 Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>ELG:</u> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><u>40-60 Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>ELG:</u> They say when they do or don't need help.</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><u>40-60 Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>ELG:</u> They say when they do or don't need help.</p>	<p><u>22-36 Mnths</u> May form a special friendship with another child</p> <p><u>30-50 Mnths:</u> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><u>40-60 Mnths:</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>ELG:</u> They say when they do or don't need help.</p>

	ELG: They adjust their behaviour to different situations, and take changes of routine in their stride.	They adjust their behaviour to different situations, and take changes of routine in their stride.	They adjust their behaviour to different situations, and take changes of routine in their stride.	They adjust their behaviour to different situations, and take changes of routine in their stride.	ideas about how to organise their activity. They say when they do or don't need help.	ideas about how to organise their activity. They say when they do or don't need help.	how to organise their activity. They say when they do or don't need help.		with adults and other children.	positive relationships with adults and other children.	children.			
Communication and Language Prime	22-36 Mnths Developing understanding of simple concepts (e.g. <i>big/little</i>). 30-50 Mnths: Understands use of objects (e.g. "What do we use to cut things?") Beginning to understand 'why' and 'how' questions. 40-60 Mnths: Able to follow a story without pictures or props ELG: Children follow instructions involving several ideas or actions.	22-36 Mnths Developing understanding of simple concepts (e.g. <i>big/little</i>). 30-50 Mnths: Understands use of objects (e.g. "What do we use to cut things?") Beginning to understand 'why' and 'how' questions. 40-60 Mnths: Able to follow a story without pictures or props ELG: Children follow instructions involving several ideas or actions.	22-36 Mnths Developing understanding of simple concepts (e.g. <i>big/little</i>). 30-50 Mnths: Understands use of objects (e.g. "What do we use to cut things?") 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ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	22-36 Mnths Learns new words very rapidly and is able to use them in communicating. 30-50 Mnths: Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 40-60 Mnths: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	22-36 Mnths Learns new words very rapidly and is able to use them in communicating. 30-50 Mnths: Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 40-60 Mnths: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.		22-36 Mnths Single channelled attention. 30-50 Mnths: Listens to others one to one or in small groups, when conversation interests them 40-60 Mnths: Maintains attention, concentrates and sits quietly during appropriate activity. ELG: They give their attention to what others say and respond appropriately, while engaged in another activity	22-36 Mnths Single channelled attention. 30-50 Mnths: Listens to others one to one or in small groups, when conversation interests them 40-60 Mnths: Maintains attention, concentrates and sits quietly during appropriate activity. ELG: They give their attention to what others say and respond appropriately, while engaged in another activity	22-36 Mnths Single channelled attention. 30-50 Mnths: Listens to others one to one or in small groups, when conversation interests them 40-60 Mnths: Maintains attention, concentrates and sits quietly during appropriate activity. ELG: They give their attention to what others say and respond appropriately, while engaged in another activity	22-36 Mnths Shows interest in play with sounds, songs and rhymes. 30-50 Mnths: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Is able to follow directions (if not intently focused on own choice of activity 40-60 Mnths: Two-channelled attention - can listen and do for short span. ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	22-36 Mnths Shows interest in play with sounds, songs and rhymes. 30-50 Mnths: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Is able to follow directions (if not intently focused on own choice of activity 40-60 Mnths: Two-channelled attention - can listen and do for short span. ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	22-36 Mnths Shows interest in play with sounds, songs and rhymes. 30-50 Mnths: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Is able to follow directions (if not intently focused on own choice of activity 40-60 Mnths: Two-channelled attention - can listen and do for short span. ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
Physical Development Prime	22-36 Mnths Imitates drawing simple	22-36 Mnths Imitates drawing simple	22-36 Mnths Imitates drawing simple	22-36 Mnths Imitates drawing simple	22-36 Mnths Beginning to be independent	22-36 Mnths Beginning to be independent	22-36 Mnths Beginning to be independent		22-36 Mnths Walks upstairs or downstairs	22-36 Mnths Walks upstairs or downstairs	22-36 Mnths Walks upstairs or downstairs	22-36 Mnths Beginning to recognise danger and	22-36 Mnths Beginning to recognise danger and	22-36 Mnths Beginning to recognise danger and

	<p>shapes such as circles and lines.</p> <p>30-50 Mnths: Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Mnths: Begins to use anticlockwise movement and retrace vertical lines.</p> <p>ELG: They handle equipment and tools effectively, including pencil for writing.</p>	<p>shapes such as circles and lines.</p> <p>30-50 Mnths: Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Mnths: Begins to use anticlockwise movement and retrace vertical lines.</p> <p>ELG: They handle equipment and tools effectively, including pencil for writing.</p>	<p>shapes such as circles and lines.</p> <p>30-50 Mnths: Can copy some letters, e.g. letters from their name.</p> <p>40-60 Mnths: Begins to use anticlockwise movement and retrace vertical lines.</p> <p>ELG: They handle equipment and tools effectively, including pencil for writing.</p>	<p>shapes such as circles and lines.</p> <p>30-50 Mnths: Can copy some letters, e.g. letters from their name.</p> <p>40-60 Mnths: Begins to use anticlockwise movement and retrace vertical lines.</p> <p>ELG: They handle equipment and tools effectively, including pencil for writing.</p>	<p>in self-care, but still often needs adult support.</p> <p>30-50 Mnths: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p> <p>40-60 Mnths: Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision</p> <p>ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>in self-care, but still often needs adult support.</p> <p>30-50 Mnths: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p> <p>40-60 Mnths: Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision</p> <p>ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>in self-care, but still often needs adult support.</p> <p>30-50 Mnths: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p> <p>40-60 Mnths: Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision</p> <p>ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>		<p>holding onto a rail two feet to a step.</p> <p>30-50 Mnths: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>40-60 Mnths: Experiments with different ways of moving</p> <p>ELG: They move confidently in a range of ways, safely negotiating space.</p>	<p>holding onto a rail two feet to a step.</p> <p>30-50 Mnths: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>40-60 Mnths: Experiments with different ways of moving</p> <p>ELG: They move confidently in a range of ways, safely negotiating space.</p>	<p>holding onto a rail two feet to a step.</p> <p>30-50 Mnths: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>40-60 Mnths: Experiments with different ways of moving</p> <p>ELG: They move confidently in a range of ways, safely negotiating space.</p>	<p>seeks support of significant adults for help.</p> <p>30-50 Mnths: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>40-60 Mnths: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>seeks support of significant adults for help.</p> <p>30-50 Mnths: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>40-60 Mnths: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>seeks support of significant adults for help.</p> <p>30-50 Mnths: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>40-60 Mnths: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>ELG: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p>
<p>Literacy Specific</p>	<p>22-36 Mnths Repeats words or phrases from familiar stories.</p> <p>30-50</p>	<p>22-36 Mnths Repeats words or phrases from familiar stories.</p>	<p>22-36 Mnths Repeats words or phrases from familiar stories.</p> <p>30-50</p>	<p>22-36 Mnths: Distinguishes between the different marks they make.</p>	<p>22-36 Mnths: Distinguishes between the different marks they make.</p>	<p>22-36 Mnths: Distinguishes between the different marks they make.</p>	<p>22-36 Mnths: Distinguishes between the different marks they make.</p>		<p>22-36 mnths: Repeats words or phrases from familiar stories.</p>	<p>22-36 mnths: Repeats words or phrases from familiar stories.</p>	<p>22-36 mnths: Repeats words or phrases from familiar stories.</p>	<p>22-36 Mnths: Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty</p>	<p>22-36 Mnths: Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty</p>	<p>22-36 Mnths: Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty</p>

	<p><u>Mnths:</u> Shows interest in illustrations and print in books and print in the environment.</p> <p><u>40-60 Mnths:</u> Continues a rhyming string.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p><u>30-50 Mnths:</u> Shows interest in illustrations and print in books and print in the environment.</p> <p><u>40-60 Mnths:</u> Continues a rhyming string.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p><u>Mnths:</u> Shows interest in illustrations and print in books and print in the environment.</p> <p><u>40-60 Mnths:</u> Continues a rhyming string.</p> <p><u>ELG:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p><u>30-50 Mnths:</u> Ascribes meanings to marks that they see in different places.</p> <p><u>40-60 Mnths:</u> Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>ELG:</u> They write simple sentences which can be read by themselves and others. They also write some irregular common words</p>	<p><u>30-50 Mnths:</u> Ascribes meanings to marks that they see in different places.</p> <p><u>40-60 Mnths:</u> Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>ELG:</u> They write simple sentences which can be read by themselves and others. They also write some irregular common words</p>	<p><u>30-50 Mnths:</u> Ascribes meanings to marks that they see in different places.</p> <p><u>40-60 Mnths:</u> Writes own name and other things such as labels, captions</p> <p><u>ELG:</u> They write simple sentences which can be read by themselves and others. They also write some irregular common words</p>		<p><u>30-50 Mnths:</u> Holds books the correct way up and turns pages.</p> <p><u>40-60 Mnths:</u> Hears and says the initial sound in words.</p> <p><u>ELG:</u> Children read and understand simple sentences.</p>	<p><u>30-50 Mnths:</u> Holds books the correct way up and turns pages.</p> <p><u>40-60 Mnths:</u> Hears and says the initial sound in words.</p> <p><u>ELG:</u> Children read and understand simple sentences.</p>	<p><u>30-50 Mnths:</u> Holds books the correct way up and turns pages.</p> <p><u>40-60 Mnths:</u> Hears and says the initial sound in words.</p> <p><u>ELG:</u> Children read and understand simple sentences.</p>	<p>'Humpty Dumpty sat on a ...'</p> <p><u>30-50 Mnths:</u> Knows information can be relayed in the form of print.</p> <p><u>40-60 Mnths:</u> Can segment the sounds in simple words and blend them together.</p> <p><u>ELG:</u> They use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>'Humpty Dumpty sat on a ...'</p> <p><u>30-50 Mnths:</u> Knows information can be relayed in the form of print.</p> <p><u>40-60 Mnths:</u> Can segment the sounds in simple words and blend them together.</p> <p><u>ELG:</u> They use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Dumpty sat on a ...'</p> <p><u>30-50 Mnths:</u> Knows information can be relayed in the form of print.</p> <p><u>40-60 Mnths:</u> Can segment the sounds in simple words and blend them together.</p> <p><u>ELG:</u> They use phonic knowledge to decode regular words and read them aloud accurately.</p>
<p>Mathematics Specific</p>	<p><u>22-36 Mnths:</u> Anticipates specific time-based events such as mealtimes or home time</p> <p><u>30-50 Mnths:</u> Compares two groups of objects, saying when they have the same number</p> <p><u>40-60 Mnths:</u> Says the number that is one more than a given number.</p> <p><u>ELG:</u> They solve problems, including doubling</p>	<p><u>22-36 Mnths:</u> Anticipates specific time-based events such as mealtimes or home time</p> <p><u>30-50 Mnths:</u> Compares two groups of objects, saying when they have the same number</p> <p><u>40-60 Mnths:</u> Says the number that is one more than a given number.</p> <p><u>ELG:</u> They solve problems, including doubling</p>	<p><u>22-36 Mnths:</u> Anticipates specific time-based events such as mealtimes or home time</p> <p><u>30-50 Mnths:</u> Compares two groups of objects, saying when they have the same number</p> <p><u>40-60 Mnths:</u> Says the number that is one more than a given number.</p> <p><u>ELG:</u> They solve problems, including halving</p>	<p><u>22-36 Mnths:</u> Anticipates specific time-based events such as mealtimes or home time</p> <p><u>30-50 Mnths:</u> Shows an interest in numerals in the environment.</p> <p><u>40-60 Mnths:</u> Records, using marks that they can interpret and explain</p> <p><u>ELG:</u> They solve problems, including halving</p>	<p><u>22-36 Mnths:</u> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p><u>30-50 Mnths:</u> Shows an interest in numerals in the environment.</p> <p><u>40-60 Mnths:</u> Records, using marks that they can interpret and explain</p> <p><u>ELG:</u> They solve problems, including sharing</p>	<p><u>22-36 Mnths:</u> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p><u>30-50 Mnths:</u> Shows an interest in numerals in the environment.</p> <p><u>40-60 Mnths:</u> Beginning to use everyday language related to money</p> <p><u>ELG:</u> They solve problems, including money</p>		<p><u>22-36 Mnths:</u> Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p><u>30-50 Mnths:</u> Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><u>40-60 Mnths:</u> Uses everyday language related to time</p> <p><u>ELG:</u> Children use everyday</p>	<p><u>22-36 Mnths:</u> Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p><u>30-50 Mnths:</u> Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><u>40-60 Mnths:</u> Measures short periods of time in simple ways</p> <p><u>ELG:</u> Children use everyday</p>	<p><u>22-36 Mnths:</u> Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p><u>30-50 Mnths:</u> Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p><u>40-60 Mnths:</u> Beginning to use everyday language related to money</p> <p><u>ELG:</u> Children use everyday</p>	<p><u>22-36 Mnths:</u> Recites some number names in sequence.</p> <p><u>30-50 Mnths:</u> Shows awareness of similarities of shapes in the environment.</p> <p><u>40-60 Mnths:</u> Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><u>ELG:</u> Children use everyday language to compare quantities and objects</p>	<p><u>22-36 Mnths:</u> Recites some number names in sequence.</p> <p><u>30-50 Mnths:</u> Shows awareness of similarities of shapes in the environment.</p> <p><u>40-60 Mnths:</u> Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><u>ELG:</u> Children use everyday language to compare quantities and objects</p>	<p><u>22-36 Mnths:</u> Recites some number names in sequence.</p> <p><u>30-50 Mnths:</u> Shows awareness of similarities of shapes in the environment.</p> <p><u>40-60 Mnths:</u> Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><u>ELG:</u> Children use everyday language to compare quantities and to solve problems.</p>

							money		language to talk about time	language to talk about time	language to talk about money	and to solve problems.	and to solve problems.	
Understanding of the World. <i>Specific</i>	<p>22-36 Mnths Notices detailed features of objects in their environment.</p> <p>30-50 Mnths Developing an understanding of growth, decay and changes over time.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>22-36 Mnths Notices detailed features of objects in their environment.</p> <p>30-50 Mnths Developing an understanding of growth, decay and changes over time.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Shows care and concern for living things and the environment.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Shows care and concern for living things and the environment.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Shows care and concern for living things and the environment.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another</p>		<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Remembers and talks about significant events in their own experience. Knows some of the things that make them unique.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>22-36 Mnths Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>30-50 Mnths Remembers and talks about significant events in their own experience. Knows some of the things that make them unique.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>22-36 Mnths Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Mnths Talks about why things happen and how things work.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>22-36 Mnths Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Mnths Talks about why things happen and how things work.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>22-36 Mnths Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Mnths Talks about why things happen and how things work.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>22-36 Mnths Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Mnths Talks about why things happen and how things work.</p> <p>40-60 Mnths Looks closely at similarities, differences, patterns and change.</p> <p>ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Expressive Arts and design <i>Specific</i>	<p>22-36 Mnths Shows an interest in the way musical instruments sound.</p> <p>30-50 Mnths Beginning to be interested in and describe</p>	<p>22-36 Mnths Shows an interest in the way musical instruments sound.</p> <p>30-50 Mnths Beginning to be interested in and describe</p>	<p>22-36 Mnths Shows an interest in the way musical instruments sound.</p> <p>30-50 Mnths Notices what adults do, imitating what is</p>	<p>22-36 Mnths Beginning to make-believe by pretending.</p> <p>30-50 Mnths Uses movement to express feelings. Creates</p>	<p>22-36 Mnths Beginning to make-believe by pretending.</p> <p>30-50 Mnths Uses movement to express feelings. Creates</p>	<p>22-36 Mnths Beginning to make-believe by pretending.</p> <p>30-50 Mnths Realises tools can be used for a purpose.</p> <p>40-60</p>	<p>22-36 Mnths Beginning to make-believe by pretending.</p> <p>30-50 Mnths Realises tools can be used for a purpose.</p>		<p>22-36 Mnths Beginning to make-believe by pretending.</p> <p>30-50 Mnths Enjoys joining in with dancing and ring games.</p>	<p>22-36 Mnths Experiments with blocks, colours and marks.</p> <p>30-50 Mnths Enjoys joining in with dancing and ring games.</p>	<p>22-36 Mnths Experiments with blocks, colours and marks.</p> <p>30-50 Mnths Builds stories around toys, e.g. farm animals</p>	<p>22-36 Mnths Experiments with blocks, colours and marks.</p> <p>30-50 Mnths Builds stories around toys, e.g. farm animals</p>	<p>22-36 Mnths Joins in singing favourite songs</p> <p>30-50 Mnths Captures experiences and responses with a range of media, such as</p>	<p>22-36 Mnths Joins in singing favourite songs</p> <p>30-50 Mnths Captures experiences and responses with a range of media, such as</p>

