

Norton Primary EYFS Curriculum Goals

C & L

To become a 'Confident and Curious Communicator' who can

- ask relevant questions and make comments
- enjoys listening to stories, non-fiction and poems; learning new vocabulary
- chat back and forth with friends and adults
- express ideas and feelings with confidence

PSED

To become a kind, caring and compromising companion who shows

- empathy to others
- determination to complete a goal
- resilience in the face of challenges
- shows curiosity about the world around them

PD ~ Gross Motor Skills

To become a 'Magnificent Mover' who is energetic and expressive. Who can use strength, balance and co-ordination to run, jump, hop, skip, climb and dance confidently and safely

PD ~ Fine Motor Skills

To become a 'Talented Tool user' who holds a pencil effectively and uses tools with co-ordination and control

Reading

To become a 'Sensational Storyteller' who can use their fabulous phonics skills to read a range of books. To be able to talk about what they have read and use stories in their play

Writing

To become a 'Sentence Superstar' who can write sentences (with words containing single sounds and digraphs) for a range of purposes- from to stories to letters, lists, labels and more!



Maths

To become a 'Marvellous Mathematician' who has a deep understanding of numbers to 10, who can

- recognise the pattern of the counting system
- compare quantities
- and recall numbers bonds to 5

Understanding the World

To become an 'Exceptionally Eager Explorer' who

- knows their own family tree and can talk about the lives of people around them
- can talk about similarities and differences between cultural communities
- shows care to plants and living creatures and understands some differences between the natural world around them and contrasting environments
- to understand changes such as seasons and states of matter

Expressive Arts & Design

To become an 'Imaginative and Inventive Individual' who is inspired to

- creatively express ideas using a wide range of media and materials
- who enjoys performing a story, song, poem or rhyme to an audience (big or small!)
- who can craft and construct using a variety of tools and techniques

**Norton Primary EYFS Progress Curriculum Model
Communication & Language**

Skill	Expectations within Early Years				Links to ELGs	Links to KS1 Curriculum
<p>To become a 'Confident and Curious Communicator' who enjoys listening to stories, non-fiction and poems; learning new vocabulary</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Talk about familiar books and characters</p>	<p>Listen to stories, anticipating key events and respond to what they hear with relevant comments or actions</p> <p>Beginning to use a wider range of vocabulary from stories and topics so far</p>	<p>Children will listen to, talk about and ask questions about stories and non-fiction to build familiarity and understanding</p> <p>Children can retell a full story with a beginning, middle and end</p> <p>Children are learning new Tier 2 vocabulary</p>	<p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Uses new vocabulary from stories and topics taught throughout the day</p> <p>Using new Tier 3 words in context with support</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (C&L-Sp)</p> <p>Use and understand recently introduce vocabulary during discussions (Lit- C)</p> <p>Retelling stories and narratives using their own words and recently introduced vocabulary (Lit-C)</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions (English)</p>
<p>Ask relevant questions and make comments</p>	<p>Understand a question or instruction that has two parts</p>	<p>Understand why questions</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p>	<p>Ask a range of questions to find out more and check understanding</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Can explain how things work and why they might happen</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>Articulate and justify answers, arguments and opinions (English)</p>

					(C&L- LA&U)
Chat back and forth with friends and adults	Beginning to pay attention to more than one thing at a time	Give their attention to what others say and respond appropriately while engaged in another activity Listen attentively in a range of situations	Children understand how to listen and why listening is important Can start a conversation with an adult or friend and continue it Be able to express their views and to be able to reach an agreement when they disagree with someone	Enjoy holding back and forth conversations with adults and peers Confidently talk in small group and class situations	- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (C&L- LA&U) Give focused attention to what they teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (PSED-SR)
Express ideas and feelings with confidence	Can talk in sentences up to 4 words Take part in pretend play, communicating and negotiating with friends Can talk about events from the past (may have problems with irregular tenses and plurals)	Use talk to organise themselves and their play Can use longer sentences of six words or more Can express a point of view	Connect one idea or action to another using a range of connectives	Can describe events in some detail Articulate their ideas and thoughts in well-formed sentences	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; (C&L-Sp)

**Norton Primary EYFS Progress Curriculum Model
Personal, Social & Emotional Development**

Skill	Expectations within Early Years					Links to ELGs	Links to KS1 Curriculum
<p>Understand and follow the Bee Rules</p>	<p>To not always need an adult to remind them of a rule (some occasional reminders may be needed)</p>	<p>Begins to increasingly follow rules, understanding why they are important</p> <p>Children will further develop the skills they need to manage the school day successfully e.g. – lining up and queuing - mealtimes</p>	<p>Children can talk about right and wrong and the consequences involved</p>	<p>Can explain how their actions can make others feel</p>	<p>Independently follows the bee rules and can explain why they are important</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly (MS)</p> <p>Give focused attention to what they teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR)</p>	<p>Give well-structured descriptions, explanations and narratives... including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations</p>
<p>To become a kind, caring and compromising companion</p> <p>Show empathy to others</p>	<p>Children are aware they have different feelings and can talk about them using simple vocabulary e.g. 'happy' 'sad' 'angry' 'worried'</p>	<p>Beginning to understand how others might be feeling</p> <p>Talk with others to solve conflicts, sometimes needing adult support</p>	<p>Children can play with other children extending and elaborating play ideas and</p>	<p>Able to build constructive and respectful relationships</p> <p>Develop appropriate ways of being assertive in their play</p>	<p>Able to help to find solutions to conflicts and rivalries e.g. accepts that not everyone can ride the blue bike and suggests other ideas</p>	<p>Talks about and expresses their feelings and the feelings of others. Aware how their actions affects others</p> <p>Can think about the feelings and perspectives of others</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (SR)</p> <p>Work and play cooperatively and take turns with others (BR)</p> <p>Form positive attachments to</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others (English)</p>

							adults and friendships with peers (BR) Show sensitivity to their own and to others' needs (BR)	
Be determined to complete a goal and show resilience in the face of challenges	Selects and uses resources (with help when needed)	Able to focus to achieve a goal they have chosen, or one which is suggested to them	Developing the ability to keep trying and bounce back after a difficulty.	To be happy to have a go at a task and understand that we learn from mistakes Sees themselves as a valuable individual and can say something positive about themselves	Will try a different approach using trial and error to achieve their goal	Shows resilience and perseverance in the face of challenges Confidently identify and moderate their own feelings socially and emotionally	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (SR) Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge (MS)	Metacognition & PSHCE
Show curiosity about the world around them	Become more outgoing with unfamiliar people in the safe context of their setting. Enjoys talking about their own family and life outside of school	Begins to recognise that there are similarities and differences between themselves and others	Shows an interest in the lives of others. Begins to ask questions.	Develop a sense of responsibility and membership of a community. Understands that differences between their lives and others should be respected and celebrated	Is curious about the world around them. Can make comparisons between their way of life and different cultures and communities	Form positive attachments to adults and friendships with peers (BR) Give focused attention to what they teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (SR)		Pupils in Year 1 should explore the world around them and raise their own questions. (Science)

To care for themselves	Become increasingly independent in meeting their own care needs e.g. using the toilet, washing hands	Children manage their own needs e.g. - toileting - washing hands - drink and snack - putting on coat - socks and shoes	Children can make healthy choices about food, drink, activities and tooth brushing	Children know and talk about the different factors that support their overall health and wellbeing e.g. - regular physical activity - healthy eating - tooth brushing - hand washing - sensible amounts of 'screen time' - road safety	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (MS)	Use the basic principles of a healthy and varied diet to prepare dishes (D&T)
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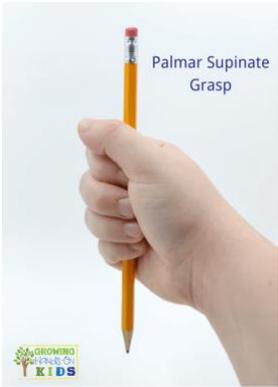
**Norton Primary EYF\$ Progress Curriculum Model
Physical Development ~ Gross Motor Skills**

Skill	Expectations within Early Years						Links to ELGs	Links to KS1 Curriculum
	Stand on tiptoes	Stand on one foot for 2 seconds	Walk along a chalk line	Walk along a low, wide balance beam	Hold a controlled balance on one leg	Walk along a low narrow balance beam		
Balance							Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, skipping and climbing Negotiate space and obstacles safely, with consideration for themselves and others	Balance on an unstable surface with increasing control
Jumping	Jump off a low object with both feet off the ground	Jump over a small stationary object	Jump forward, taking off and landing on 2 feet	Hop on one foot 3 to 5 times	Jump and turn in the air	Hop up to 10 times on alternate feet		Skip rhythmically
Ball skills- Throwing	Begin to throw ball overhand	Throw ball underhand	Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition		Hit 2ft target from 5ft away with a tennis ball using underhand toss	Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements		Can throw with accuracy
Ball skills- Catching	Catch a ball by chasing- does not necessarily respond to aerial ball	Catch a large ball between extended arms	Catch a large ball by bringing hands in towards chest	Catch a large bounce ball	Bounce and catch a large ball using 2 hands	Catch a tennis ball from 5 feet using only hands		Bounce a tennis ball on the floor and catch in one hand

Ball skills- Kicking	Use foot to tap static ball a small distance	Kick ball with one foot while swinging opposite arm	Direct kick to knock down a tower or score goal in large net	Walk towards and kick a ball	Run towards and kick a ball	Coordinate body to meet and kick a ball that is rolled to them from a distance		Can use kicking in a team game
Riding a bike	Can 'walk' a balance bike or trike	Can use feet to scoot a bike and maintain balance	Can stop a bike effectively to avoid obstacles	Can maintain balance while manoeuvring around corners	Can pedal and maintain balance for a few feet on a flat surface	Can pedal and maintain balance while manoeuvring around obstacles		Can master basic movements including developing balance, agility and co-ordination. Can begin to apply these skills to a range of activities.
Independence	Children work independently to develop basic skills		Start to make up their own physical games		Collaborate with others to devise team games and manage resources			Edit and refine movements and games

**Norton Primary EYFS Progress Curriculum Model
Physical Development ~ Fine Motor Skills**

Skill	Expectations within Early Years						Links to ELGs	Links to KS1 Curriculum
Using Tools	Pour from one container to another	Explore a range of tools- spoons, spades, chunky paintbrushes etc. Using whole hand to explore malleable resources e.g. patting	Use one-handed tools, for example, making snips in paper with scissors	Use scissors to cut paper in half Able to make small balls with malleable resources using palms together	Able to manipulate malleable resources using finger tips and thumb- showing good control	Use scissors with precision e.g. to cut around a shape on paper Shows precision when using tools to paint e.g. finer brushes, cotton buds	Use a range of small tools, including scissors, paint brushes and cutlery	Use scissors to cut fabric Use thick & thin brushes (Art & Design))

Using Cutlery	Use a spoon to pick up food and put in mouth	Stab food using a fork	Spoon cereal from container to dish with little spilling	Use a knife to cut soft food like bananas	Spread using a knife	Cut safely using a knife		Use knife and fork independently
Writing	<p>Palmar Supinate Grasp</p> <p>“Palmar” refers to the palm of the hand being used to grasp an object. “Supinate” is a term used to describe how the arm and wrist are placed in relation to the middle of the body.</p>	<p>Digital Pronate Grasp</p> <p>A child is beginning to place the fingers in a downward position on the writing utensil, but all of the fingers are being used. The term “pronate” refers to the wrist being turned down and away from the middle of the body.</p>	<p>Quadrupod (4 Finger) Grasp</p> <p>It is a four-finger grasp which means three fingers are on the writing utensil, index, thumb, and middle finger. It is supported by the other two fingers which are tucked into the palm.</p>	<p>Static Tripod Grasp</p> <p>It is a three-finger grasp and includes the index and thumb, with the writing utensil resting on the middle finger. The rest of the fingers are tucked into the palm.</p> <p>Static movement means they are using the wrist and forearm to move the pencil across the writing surface, instead of the fingers. The fingers are still, or static.</p>	<p>Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases</p> <p>Begin to show accuracy and care when drawing</p>	<p>Dynamic Tripod Grasp</p> <p>“Dynamic” means that the movement of the pencil or writing utensil comes from the fingers with the support of the wrist and forearm.</p>		
	 <p>Palmar Supinate Grasp</p>	 <p>Digital Pronate Grasp</p>	 <p>Quadrupod Grasp</p>	 <p>Static Tripod Grasp</p>	 <p>Dynamic Tripod Grasp</p>			
	<p>- Encouraging a good pencil grasp includes different skills including core strength, crossing midline, bilateral coordination, shoulder stability, arm and hand strength along with finger dexterity and finger isolation.</p> <p>- Encouraging different fine motor activities is one of the best ways to promote good finger and arm strength for handwriting.</p>							

**Norton Primary EYFS Progress Curriculum Model
Maths Development**

Skill	Expectations within Early Years						Links to ELGs	Links to KS1 Curriculum
	FS1			FS2 expected termly progression				
Counting	Recite numbers to 5 during songs and games, with increasing consistency Say one number name for each item when counting sets of objects to 3	Consistently recite numbers in order to 5 Say one number name for each item when counting sets of objects to 5	Consistently recite numbers to 10 Counting a set of objects or pictures, accurately saying how many are in the set (consistently with numbers to 5 then 10)	Counting to 10 (& beyond as appropriate)	Counting beyond 10 (including multiples of 10)	Counting beyond 20- including multiples of 10	Verbally count beyond 20, recognising the pattern of the counting system (NP)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
Subitising	Know that the last number reached when counting a small set tells you how many there are in total (with increasing consistency, numbers to 3)	Know that the last number reached when counting a small set tells you how many there are in total (consistently with numbers to 5)	Fast recognition of objects to 3, without having to count them individually	Subitise (familiar patterns e.g. dice)	Subitise (tens frames) with numbers 1 to 5	Subitise (tens frames) with numbers 1 to 5 and beyond	Subitise- Recognise quantities without counting- up to 5 (N)	Given a number, identify one more and one less Identify and represent numbers using objects and

Understanding Numerals	In the context of a game, count out the right number of objects to match a number that is given verbally (to 3) See and say some numerals to 3 e.g. when coming across a number in the environment	Links numerals to amounts e.g. showing the right number of objects to match the numeral (to 3) See and say some numerals to 5 e.g. when coming across a number in the environment or playing a game	Links numerals to amounts e.g. showing the right number of objects to match the numeral (to 5)	Link to value (through games)	Link to value (tens frames)		Have a deep understanding of numbers to 10, including the composition of each number (N)	pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words. (Mathematics)
	Comparing quantities	Compare quantities, pointing to which has more	Compare quantities, pointing to which has more and which has less (using practical objects)	Beginning to compare quantities using language 'more than' 'less/fewer than'	Compare (number of objects)	Compare (vocabulary more than/ less than) Understand 1 more/ 1 less than (staircase pattern) or the same	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (NP)	
Number Composition	Show 'finger numbers' (1 and 2)	Show 'finger numbers' to 5 with increasing consistency	Consistently showing 'finger numbers' to 5 and sometimes beyond	Explore composition (2,3,4) including partitioning/recombining	Composition- 5,6,7 (partition and recombine) Doubling numbers to 5 Odd and even practically	Composition of all numbers to 10 (subitising, partitioning, recombining) Doubling numbers to 10 Odd and even with numbers up to 10	Have a deep understanding of number to 10, including the composition of each number (N) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (NP)	

Number Bonds	Joins in with 'one more' and 'one less' number songs e.g. 5 Little Speckled Frogs	Begin to solve real world, practical mathematical problems with numbers up to 5 (one more than, one less than)	Solve real world, practical mathematical problems with numbers up to 5 (simple addition and take away)	Uses objects to explore ways to make 5 and solve simple addition and take away	Automatically recall number bonds to 5, including subtraction facts	Automatically recall number bonds up to 10, including some subtraction facts & doubles	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some numbers bonds to 10, including double facts (N)	
Shape	Explore 2D and 3D shapes in provision	Continues to explore 2D and 3D shapes; begins to select shapes appropriately for a purpose	Use informal mathematical language to talk about 2D and 3D shapes with adult support	Talk about and explore 2D & 3D shapes using mathematical vocabulary Select and rotate shapes	Select a shape and able to describe it (sides/ corners) Compose and decompose shapes	Select a shape- copy 2D to 3D Compose and decompose shapes	Notes from new Framework: It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.	Recognise and name common 2-D and 3-D shapes
Pattern	Identify patterns in the environment e.g. 'spotty' 'stripy'	Identify ABAB patterns and begin to extend them	Identify, continue and correct ABAB patterns with adult prompts	Continue and copy/ create patterns (AB, AB)	Continue and copy/ create patterns (ABB, ABB)	Continue and copy/ create patterns (e.g. ABBC or ABCD)		
Measures- Length, weight & capacity	Use non-verbal cues to make comparisons between objects relating to size, weight, length & capacity e.g. point to the biggest/ smallest	Begin to use language to make comparisons between 2 objects relating to size, weight, length and comparisons (-est)	Confidently use language to make comparisons between objects relating to size, weight, length & capacity Describe a sequence of events, using words such as 'first', 'then'	Compare length, weight and capacity (-er)	Compare length, weight and capacity	Compare length, weight and capacity (make and test predictions)		Compare, describe and solve practical problems... ...measure and begin to record
~ Each term previous learning needs to be revisited before introducing new concepts each time ~ Revisit concepts regularly using 'sticky knowledge' approach								

**Norton Primary EYF5 Progress Curriculum Model
Literacy~ Reading Development**

Skill	Expectations within Early Years			Links to ELGs	Links to KS1 Curriculum	
<p>To become a 'Sensational Storyteller' who has a love of reading and can</p> <ul style="list-style-type: none"> - listen carefully to a range of stories - retell a familiar story in their own words - use and understand vocabulary learnt from stories, non-fiction, poems and rhymes 	<p>Enjoys sharing books with adults and friends</p> <p>Repeats words and phrases from familiar stories</p> <p>Beginning to understand the key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes 	<p>Understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from L to R & top to bottom - the names of the different parts of a book - page sequencing <p>Able to join in with repeated phrases from familiar stories, explaining what happens next</p>	<p>Can talk about a story and are able to identify:</p> <ul style="list-style-type: none"> - main characters - settings - main events <p>Begin to use the vocabulary and story language from familiar stories</p> <p>Enjoys listening to stories; asking questions, anticipating key events and making predictions</p>	<p>Confidently use story telling language e.g.</p> <ul style="list-style-type: none"> - Once upon a time - Suddenly - Then/ Next - Finally - They all lived happily ever after - The End <p>Independently engage with books and texts in provision</p> <p>Confidently use vocabulary they have learnt from stories, non-fiction, poems and rhymes</p> <p>Retell and create stories during imaginative play</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (C)</p> <p>Anticipate- where appropriate- key events in stories (C)</p> <p>Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (C)</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading (English)</p>
<p>To use their fabulous phonics skills* to read and understand a range of books.</p> <p>*See Phonics Progression Plan for more details</p>	<p>Children develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound (L&S Ph 1) 	<p>Read individual letters by saying the sounds for them (RWInc Set 1)</p> <p>Children can blend sounds into words, so that they can read short words made up of known letter-sound correspondences (CVC)</p> <p>Children can read a few common exception</p>	<p>Children can read some letter groups that each represent one sound (digraphs)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words</p>	<p>Recognise taught digraphs & trigraphs in words as they read, as well as some consonant blends</p> <p>Able to confidently talk about key information from books they have read (that are consistent with their phonic knowledge)</p>	<p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (WR)</p> <p>Read words consistent with their phonic knowledge by sound-blending (WR)</p> <p>Read aloud simple sentences and books</p>	

		words matched to phonics programme (and rainbow words sent home)	Read some common exception words matched to phonics programme	Developing ability to identify letter names and sounds for the alphabet and lower case/ upper case letters Developing number of common exception words they recognise when reading	that are consistent with their phonic knowledge, including some common exception words (WR)	
To be able to talk about what they have read and use stories in their play	Joins in with stories, songs and rhymes Listens to stories, asking questions. Makes comments and shares their own ideas Develops play around favourite stories and characters using props	Able to engage in extended conversations about stories Enjoys exploring story telling props in their play	Reads and understands simple words and phrases Becoming more confident with in their word reading, developing their fluency, understanding and enjoyment	Able to confidently talk about key information from books they have read (that are consistent with their phonic knowledge) Will re-read a word or sentence if it does not make sense at first to check understanding Creates imaginative play based around a storyline, or creating characters, confidently explaining ideas	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (C) Use and understand recently introduce vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (C)	Develop pleasure in reading, motivation to read, vocabulary and understanding (English)

**Norton Primary EYF\$ Progress Curriculum Model
Literacy~ Writing Development**

Skill	Expectations within Early Years				Links to ELGs	Links to KS1 Curriculum
<p>To become a 'Sentence Superstar' who can write sentences for a range of purposes- from to stories to letters, lists, labels and more!</p>	<p>Gives meaning to the marks they made when drawing, painting or writing</p>	<p>Recognise their name and make marks to represent it</p> <p>Talks about the different marks they make</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>Writes some or all of their name</p> <p>Writes some recognisable letters</p>	<p>Forms some letters correctly</p> <p>Writes their own name</p> <p>Enjoys writing simple words or short sentences with words with known sound-letter correspondences for a range of purposes during both adult and child initiated play e.g. label, caption or list</p>	<p>Forms lower-case and some capital letters correctly</p> <p>Attempts to write simple sentences</p> <p>Beginning to put finger spaces between some words</p> <p>Sometimes uses a capital letter for a sentence</p> <p>Sometimes uses a full stop (not always in the correct place)</p> <p>Re-read what they have written to check it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed (Wr)</p> <p>Write simple phrases and sentences that can be read by others (Wr)</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> -Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense (English)
<p>Writes sentences with words containing single sounds and digraphs</p>	<p>Hears and identifies initial sounds in words</p> <p>Hears and identifies final sounds in words</p>	<p>Links letters to sounds</p> <p>Correctly identifies and writes initial sounds heard in words</p> <p>Hears and identifies medial sounds in words</p> <p>Orally blends and segments sounds in words</p>	<p>Correctly identifies and writes final sounds heard in words</p> <p>Correctly identifies and writes medial sounds heard in words</p> <p>Writes the sounds in CVC words in the correct order</p>	<p>Spells words by identifying the sounds and then writing the sound with letter/s</p> <p>Beginning to write some longer words using phonic knowledge</p> <p>Writes some common exception words correctly</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (Wr)</p>	

**Norton Primary EYF5 Progress Curriculum Model
Understanding the World**

Skill	Expectations within Early Years				Links to ELCs	Links to KS1 Curriculum
To become an 'Exceptionally Eager Explorer'	Explore how things work	Notice cause and effect when exploring toys and objects	Ask questions to find out more	Enjoys solving problems using a trial and error approach	Links to CofEL	Pupils in Year 1 should explore the world around them and raise their own questions. (Science)
Knows their own family tree and can talk about the lives of people around them	<p>Enjoys talking about their own family and life outside of school</p> <p>Talk about special times, celebrations/ birthdays they remember in their life</p> <p>Children will show interest in different occupations</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>	<p>Begin to recognise that we celebrate certain events, such as Bonfire Night, because of what happened many years ago</p> <p>Comment on images of familiar situations in the past</p> <p>Talk about how they have changed from being a baby</p> <p>Talk about how children and adults are different</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>With support can sort objects/ images into old and new (this can include pictures from traditional tales we have read)</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (P&P)</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods (History)</p>
Can talk about similarities	Children will share and occasions when things have happened	Continue to develop positive attitudes about	Children understand that some places are	Understand why it is important to treat other	Know some similarities and differences between religious and cultural	Pupils should develop knowledge about the world,

and differences between cultural communities	<p>in their lives that made them feel special</p> <p>Begin to notice differences between themselves and others</p> <p>Children can tell you something about where they live</p> <p>Children can talk about somewhere that is special to them, saying why</p>	the differences between people	<p>special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways e.g. Diwali, Chinese New Year</p>	<p>people's lives and beliefs with respect</p> <p>Beginning to explain how people's lives can be different in other countries/cultures using pictures/ objects</p>	<p>communities in this country</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate- maps (P, C & C)</p>	the United Kingdom and their locality. (Geography)
Shows care to plants and living creatures	<p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Plant seeds and care for growing plants</p> <p>Explain why it is important to treat living things with care</p>	<p>Children can recognise and name some common African and Polar animals</p> <p>Understand the key features of the life cycle of a plant and an animal</p>	<p>Children recognise that different animals and plants grow in different parts of the world</p> <p>Children can recognise and name some parts of a plant e.g. roots, flower, leaf, stem</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants (NW)</p>	<p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness (Geography)</p>
Understands some differences between the natural world around them and contrasting environments	<p>Children will use all their senses to explore natural materials</p> <p>Children will explore collections of materials with similar and different properties</p>	<p>Explore the natural world around them</p> <p>Recognise some similarities differences between life in this country and life in other countries</p> <p>Children will talk about what they like about their own immediate</p>	<p>Draw information from a simple map</p> <p>Children can recognise and name two or more local features e.g. train crossing, church, local shop or library</p> <p>Children understand and talk about some</p>	<p>They will talk about environments using geographical vocabulary e.g. house, shop, church, river</p> <p>Use geographical vocabulary e.g. forest, beach, mountain, weather when looking at physical features of different landscapes</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (P, C & C)</p> <p>Know some similarities and</p>	<p>Compare and group together a variety of everyday materials on the basis of their</p>

		environment and how environments might vary from one another (I like where I live because...)	parts of the world being hotter or colder Children will look at Africa and Polar Regions as contrasting environments to England	They understand what maps are used for and why we have maps Follow a simple map, as a group, to help find objects around school e.g. treasure hunt	differences between the natural world around them and contrasting environments (NW)	simple physical properties. Identify and describe the basic structure of a variety of common flowering plants, including trees (Science)
Understands changes such as seasons and states of matter	Describe what they see, hear and feel outside	Talk about the differences between materials and changes they notice Talk about what they notice about the weather and how it impacts them (coat, gloves)	Understand the effect of changing seasons on the natural world around them	Explain the changes of the seasons using picture prompts Explore freezing and melting, explaining what they can see and feel happening	Understand some important processes and changes in the natural world around them, including the seasons and changes in states of matter (NW)	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world (Geography) Observe changes across the four seasons (Science)

**Norton Primary EYF5 Progress Curriculum Model
Expressive Arts & Design**

Skill	Expectations within Early Years				Links to ELGs	Links to KS1 Curriculum
<p>Creatively express ideas using a wide range of media and materials</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Understand that they can draw shapes/ marks to represent objects/people.</p> <p>Understanding different objects can be used to draw – pencil, pens, chalk.</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Free choice of junk box modelling to create own models which express their ideas</p>	<p>Exploring materials and beginning to understand different materials can be used in different ways.</p> <p>Talk about what the materials look and feel like</p> <p>Representing familiar objects (family, themselves, animals etc.) through independent drawing, painting and playdough play</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits</p>	<p>Choosing and using different materials for different effects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw a representation of themselves understanding they need a head, arms, legs etc.</p>	<p>Evaluate and adapt their models with support, refining ideas and developing their ability to represent them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p align="center">(CM)</p>	<p>To choose the most appropriate tools for a purpose in order to create an effect, with some accuracy (Art & Design)</p>
<p>Enjoy performing a story, song, poem or rhyme to an audience (big or small!)</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls & dolls houses etc.</p> <p>Listen with increased attention to sounds.</p>	<p>Develop storylines in their pretend play.</p> <p>Respond to what they have heard, expressing their thoughts & feelings</p> <p>Play instruments with increasing control to</p>	<p>Share their ideas and perform their work to others with adult support. Evaluate by expressing their feelings and responses.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs</p>	<p>Use their voices expressively and creatively by singing songs and speaking</p>

	<p>Move and dance to music.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Enjoys and takes part in action songs, such as 'Twinkle, Twinkle'.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Make their voice/singing loud and quiet</p> <p>Move appropriately to music at different speeds</p> <p>Explore a range of soundmakers and instruments and play them in different ways</p>	<p>express their feelings and ideas.</p> <p>Move in time to the pattern of a song (rhythm)</p> <p>Taps out a repeated rhythm</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Create their own songs, or improvise a song</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>(Blm & Ex)</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>(CM)</p>	<p>chants and rhymes</p> <p>Play tuned and untuned instruments musically (Music)</p>
<p>Craft and construct using a variety of tools and techniques</p>	<p>Exploring paint using different objects – finger paint/ sponges/</p>	<p>Joining materials using, selotape, glue and split pins with support</p> <p>Understanding that paint brushes are used to paint and begin to show some control.</p>	<p>Join different materials and explore different textures</p> <p>Using particular colours for a purpose</p> <p>Explore colour and colour mixing</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Understand that they can paint shapes/ marks to represent objects/people. Paying attention to detail.</p>	<p>Share their creations, explaining the process they have used</p> <p>(CM)</p>	<p>To select the most appropriate tools for a purpose in order to create an effect, with some accuracy (Art & Design)</p>