

Communication and Language: Listening, Attention and Understanding

Total Objectives Met

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1	Birth to 3	Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
2		Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
3		Watch someone's face as they talk.
4		Enjoy singing, music and toys that make sounds.
5		Recognise and are calmed by a familiar and friendly voice.
6		Listen and respond to a simple instruction.
7		Use gestures like waving and pointing to communicate.
8		Understand single words in context – 'cup', 'milk', 'daddy'.
9		Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
10		Understand simple instructions like "give to nanny" or "stop".
11		Recognise and point to objects if asked about them.
12		Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
13		Listen to other people's talk with interest, but can easily be distracted by other things.
14		Make themselves understood, and can become frustrated when they cannot.
15		Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

16		Birth to 3	Listen to simple stories and understand what is happening, with the help of the pictures.
17		Birth to 3	Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
18		Birth to 3	Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
19		Birth to 3	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
20	3 and 4 year olds	3 and 4 year olds	Enjoy listening to longer stories and can remember much of what happens.
21		3 and 4 year olds	Pay attention to more than one thing at a time, which can be difficult.
22		3 and 4 year olds	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
23		3 and 4 year olds	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
24	Reception	Reception	Understand how to listen carefully and why listening is important.
25		Reception	Engage in story times.
26		Reception	Listen to and talk about stories to build familiarity and understanding.
27		Reception	Listen carefully to rhymes and songs, paying attention to how they sound.
28		Reception	Learn rhymes, poems and songs.
29		Reception	Engage in non-fiction books.
30		Reception	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
31	ELGs	ELGs	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.
32		ELGs	Make comments about what they have heard and ask questions to clarify their understanding.
33		ELGs	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: Speaking

Total Objectives Met

1	Birth to 3	Birth to 3	Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
2		Birth to 3	Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
3		Birth to 3	Babble, using sounds like 'baba', 'mamama'.
4		Birth to 3	Reach or point to something they want while making sounds.
5		Birth to 3	Copy your gestures and words.
6		Birth to 3	Constantly babble and use single words during play.
7		Birth to 3	Use intonation, pitch and changing volume when 'talking'.
8		Birth to 3	Reach or point to something they want while making sounds.
9		Birth to 3	Copy your gestures and words.
10		Birth to 3	Constantly babble and use single words during play.
11		Birth to 3	Use intonation, pitch and changing volume when 'talking'.
12		Birth to 3	Start to say how they are feeling, using words as well as actions.
13		Birth to 3	Start to develop conversation, often jumping from topic to topic.
14		Birth to 3	Use the speech sounds p, b, m, w.
15		Birth to 3	Pronounce l/r/w/y

16		Birth to 3	Pronounce multi-syllabic words such as 'banana' and 'computer'
17		Birth to 3	Pronounce s/sh/ch/dz/j
18		Birth to 3	Pronounce f/th
19	3 and 4 year olds	3 and 4 year olds	Use a wider range of vocabulary.
20		3 and 4 year olds	Sing a large repertoire of songs.
21		3 and 4 year olds	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
22		3 and 4 year olds	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh
23		3 and 4 year olds	Develop their pronunciation but may have problems saying: - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
24		3 and 4 year olds	Use longer sentences of four to six words.
25		3 and 4 year olds	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
26		3 and 4 year olds	Start a conversation with an adult or a friend and continue it for many turns.
27		3 and 4 year olds	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
28	Reception	Reception	Learn new vocabulary.
29		Reception	Use new vocabulary through the day.
30		Reception	Ask questions to find out more and to check they understand what has been said to them.
31		Reception	Articulate their ideas and thoughts in well-formed sentences.
32		Reception	Connect one idea or action to another using a range of connectives.
33		Reception	Describe events in some detail.

34		Reception	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
35		Reception	Develop social phrases.
36		Reception	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
37		Reception	Use new vocabulary in different contexts.
38	ELGs	ELGs	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
39		ELGs	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
40		ELGs	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development: Self Regulation

Total Objectives Met

1	Birth to 3	Birth to 3	Express preferences and decisions. They also try new things and start establishing their autonomy.
2		Birth to 3	Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
3		Birth to 3	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
4		Birth to 3	Be increasingly able to talk about and manage their emotions.
5		Birth to 3	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
6		Birth to 3	Safely explore emotions beyond their normal range through play and stories.
7		Birth to 3	Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
8	3 and 4 year olds	3 and 4 year olds	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
9		3 and 4 year olds	Develop appropriate ways of being assertive.
10		3 and 4 year olds	Talk with others to solve conflicts.
11		3 and 4 year olds	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
12		3 and 4 year olds	Understand gradually how others might be feeling.
13	Reception	Reception	See themselves as a valuable individual.
14		Reception	Express their feelings and consider the feelings of others.
15		Reception	Show resilience and perseverance in the face of challenge.

16	RE	Reception	Identify and moderate their own feelings socially and emotionally.
17		Reception	Think about the perspectives of others.
18	ELGs	ELGs	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
19		ELGs	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
20		ELGs	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Personal, Social and Emotional Development: Managing Self

Total Objectives Met

1	Birth to 3	Birth to 3	Establish their sense of self.
2		Birth to 3	Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
3		Birth to 3	Thrive as they develop self-assurance.
4		Birth to 3	Feel strong enough to express a range of emotions.
5		Birth to 3	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
6		Birth to 3	Learn to use the toilet with help, and then independently.
7	3 and 4 year olds	3 and 4 year olds	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
8		3 and 4 year olds	Increasingly follow rules, understanding why they are important.
9		3 and 4 year olds	Remember rules without needing an adult to remind them.
10		3 and 4 year olds	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
11		3 and 4 year olds	Make healthy choices about food, drink, activity and toothbrushing.
12	on	Reception	Manage their own needs.
13		Reception	Personal hygiene
14		Reception	Know and talk about the different factors that support their overall health and wellbeing:
15		Reception	- regular physical activity

16	Reception	Reception	- healthy eating
17		Reception	- toothbrushing
18		Reception	- sensible amounts of 'screen time'
19		Reception	- having a good sleep routine
20		Reception	- being a safe pedestrian
21	ELGs	ELGs	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
22		ELGs	Explain the reasons for rules, know right from wrong and try to behave accordingly.
23		ELGs	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Personal, Social and Emotional Development: Building Relationships

Total Objectives Met

1	Birth to 3	Birth to 3	Find ways to calm themselves, through being calmed and comforted by their key person.
2		Birth to 3	Engage with others through gestures, gaze and talk.
3		Birth to 3	Find ways of managing transitions, for example from their parent to their key person.
4		Birth to 3	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
5		Birth to 3	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
6		Birth to 3	Develop friendships with other children.
7	3 and 4 year olds	3 and 4 year olds	Develop their sense of responsibility and membership of a community.
8		3 and 4 year olds	Become more outgoing with unfamiliar people, in the safe context of their setting.
9		3 and 4 year olds	Show more confidence in new social situations.
10		3 and 4 year olds	Play with one or more other children, extending and elaborating play ideas.
11	Reception	Reception	Build constructive and respectful relationships.
12	ELGs	ELGs	Work and play cooperatively and take turns with others.
13		ELGs	Form positive attachments to adults and friendships with peers.
14		ELGs	Show sensitivity to their own and to others' needs.

Physical Development: Gross Motor Skills

Total Objectives Met

1	Birth to 3	Birth to 3	Lift their head while lying on their front.
2		Birth to 3	Push their chest up with straight arms.
3		Birth to 3	Roll over: from front to back, then back to front.
4		Birth to 3	Enjoy moving when outdoors and inside.
5		Birth to 3	Sit without support.
6		Birth to 3	Begin to crawl in different ways and directions.
7		Birth to 3	Pull themselves upright and bouncing in preparation for walking.
8		Birth to 3	Reach out for objects as co-ordination develops.
9		Birth to 3	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
10		Birth to 3	Clap and stamp to music.
11		Birth to 3	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
12		Birth to 3	Enjoy starting to kick, throw and catch balls.
13		Birth to 3	Begin to walk independently – choosing appropriate props to support at first.
14		Birth to 3	Walk, run, jump and climb – and start to use the stairs independently.
15		Birth to 3	Spin, roll and independently use ropes and swings (for example, tyre swings).

16		Birth to 3	Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
17		Birth to 3	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
18		Birth to 3	Develop manipulation and control.
19		Birth to 3	Explore different materials and tools.
20	3 and 4 year olds	3 and 4 year olds	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
21		3 and 4 year olds	Go up steps and stairs, or climb up apparatus, using alternate feet.
22		3 and 4 year olds	Skip, hop, stand on one leg and hold a pose for a game like musical statues.
23		3 and 4 year olds	Use large-muscle movements to wave flags and streamers, paint and make marks.
24		3 and 4 year olds	Start taking part in some group activities which they make up for themselves, or in teams.
25		3 and 4 year olds	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
26		3 and 4 year olds	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
27		3 and 4 year olds	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
28		3 and 4 year olds	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
29		3 and 4 year olds	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
30		Reception	- rolling
31		Reception	- crawling
32		Reception	- walking
33		Reception	- jumping

34	Reception	Reception	- running	
35		Reception	- hopping	
36		Reception	- skipping	
37		Reception	- climbing	
38		Reception	Progress towards a more fluent style of moving, with developing control and grace.	
39		Reception	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	
40		Reception	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	
41		Reception	Combine different movements with ease and fluency.	
42		Reception	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
43		Reception	Develop overall body-strength, balance, co-ordination and agility.	
44		Reception	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	
45		Reception	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
46		Reception	Further develop the skills they need to manage the school day successfully:	
47		Reception	- lining up and queuing	
48		Reception	- mealtimes	
49		ELGs	ELGs	Negotiate space and obstacles safely, with consideration for themselves and others.
50			ELGs	Demonstrate strength, balance and coordination when playing.
51			ELGs	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development: Fine Motor Skills

Total Objectives Met

1	Birth to 3	Birth to 3	Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
2		Birth to 3	Build independently with a range of appropriate resources.
3		Birth to 3	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
4		Birth to 3	Start eating independently and learning how to use a knife and fork.
5		Birth to 3	Develop manipulation and control.
6		Birth to 3	Explore different materials and tools.
7	3 and 4 year olds	3 and 4 year olds	Use one-handed tools and equipment, for example, making snips in paper with scissors.
8		3 and 4 year olds	Use a comfortable grip with good control when holding pens and pencils.
9		3 and 4 year olds	Show a preference for a dominant hand.
10	Reception	Reception	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:
11		Reception	pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
12		Reception	Develop the foundations of a handwriting style which is fast, accurate and efficient.
13	ELGs	ELGs	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
14		ELGs	Use a range of small tools, including scissors, paintbrushes and cutlery.
15		ELGs	Begin to show accuracy and care when drawing.

Literacy: Comprehension

Total Objectives Met

1	Birth to 3	Birth to 3	Enjoy songs and rhymes, tuning in and paying attention.
2		Birth to 3	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
3		Birth to 3	Sing songs and say rhymes independently, for example, singing whilst playing.
4		Birth to 3	Enjoy sharing books with an adult.
5		Birth to 3	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
6		Birth to 3	Repeat words and phrases from familiar stories.
7		Birth to 3	Ask questions about the book. Makes comments and shares their own ideas.
8		Birth to 3	Develop play around favourite stories using props.
9	3 and 4 year olds	3 and 4 year olds	Understand the five key concepts about print:
10		3 and 4 year olds	- print has meaning
11		3 and 4 year olds	- print can have different purposes
12		3 and 4 year olds	- we read English text from left to right and from top to bottom
13		3 and 4 year olds	Engage in extended conversations about stories, learning new vocabulary.
14		3 and 4 year olds	- the names of the different parts of a book
15		3 and 4 year olds	- page sequencing

16	Reception ELGs	Reception	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
17		ELGs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
18		ELGs	Anticipate (where appropriate) key events in stories.
19		ELGs	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy: Word Reading

Total Objectives Met

1	Birth to 3	Birth to 3	Pay attention and respond to the pictures or the words.
2		Birth to 3	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
3	3 and 4 year olds	3 and 4 year olds	Develop their phonological awareness, so that they can:
4		3 and 4 year olds	- spot and suggest rhymes
5		3 and 4 year olds	- count or clap syllables in a word
6		3 and 4 year olds	- recognise words with the same initial sound, such as money and mother
7	Reception	Reception	Read individual letters by saying the sounds for them.
8		Reception	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
9		Reception	Read some letter groups that each represent one sound and say sounds for them.
10		Reception	Read a few common exception words matched to the school's phonic programme.
11		Reception	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
12	ELGs	ELGs	Say a sound for each letter in the alphabet and at least 10 digraphs.
13		ELGs	Read words consistent with their phonic knowledge by sound-blending.
14		ELGs	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy: Writing

Total Objectives Met

1	Birth to 3	Birth to 3	Copy finger movements and other gestures.
2		Birth to 3	Enjoy drawing freely.
3		Birth to 3	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
4		Birth to 3	Make marks on their picture to stand for their name.
5	3 and 4 year olds	3 and 4 year olds	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
6		3 and 4 year olds	Write some or all of their name.
7		3 and 4 year olds	Write some letters accurately.
8	Reception	Reception	Form lower-case and capital letters correctly.
9		Reception	Spell words by identifying the sounds and then writing the sound with letter/s.
10		Reception	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
11		Reception	Re-read what they have written to check that it makes sense.
12	ELGs	ELGs	Write recognisable letters, most of which are correctly formed.
13		ELGs	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
14		ELGs	Write simple phrases and sentences that can be read by others.

Maths: Number

Total Objectives Met

1	Birth to 3	Birth to 3	Take part in finger rhymes with numbers.
2		Birth to 3	React to changes of amount in a group of up to three items.
3		Birth to 3	Compare amounts, saying 'lots', 'more' or 'same'.
4		Birth to 3	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
5		Birth to 3	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
6	3 and 4 year olds	3 and 4 year olds	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
7		3 and 4 year olds	Recite numbers past 5.
8		3 and 4 year olds	Say one number for each item in order: 1,2,3,4,5.
9		3 and 4 year olds	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
10		3 and 4 year olds	Show 'finger numbers' up to 5.
11		3 and 4 year olds	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
12	Reception	Reception	Count objects, actions and sounds.
13		Reception	Subitise.
14		Reception	Link the number symbol (numeral) with its cardinal number value.
15		Reception	Explore the composition of numbers to 10.

16		Reception	Automatically recall number bonds for numbers 0-5 and some to 10.
17	ELGs	ELGs	Have a deep understanding of number to 10, including the composition of each number.
18		ELGs	Subitise (recognise quantities without counting) up to 5.
19		ELGs	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Maths: Number Patterns

Total Objectives Met

1	Birth to 3	Birth to 3	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
2		Birth to 3	Climb and squeeze themselves into different types of spaces.
3		Birth to 3	Build with a range of resources.
4		Birth to 3	Complete inset puzzles.
5		Birth to 3	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
6		Birth to 3	Notice patterns and arrange things in patterns.
7	3 and 4 year olds	3 and 4 year olds	Experiment with their own symbols and marks as well as numerals.
8		3 and 4 year olds	Solve real world mathematical problems with numbers up to 5.
9		3 and 4 year olds	Compare quantities using language: 'more than', 'fewer than'.
10		3 and 4 year olds	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and
11		3 and 4 year olds	mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
12		3 and 4 year olds	Understand position through words alone – for example, "The bag is under the table," – with no pointing.
13		3 and 4 year olds	Describe a familiar route.
14		3 and 4 year olds	Discuss routes and locations, using words like 'in front of' and 'behind'.
15		3 and 4 year olds	Make comparisons between objects relating to size, length, weight and capacity.

16	3 a	3 and 4 year olds	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
17		3 and 4 year olds	Combine shapes to make new ones – an arch, a bigger triangle, etc.
18		3 and 4 year olds	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use
19		3 and 4 year olds	informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
20		3 and 4 year olds	Extend and create ABAB patterns – stick, leaf, stick, leaf.
21		3 and 4 year olds	Notice and correct an error in a repeating pattern.
22		3 and 4 year olds	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
23	Reception	Reception	Count beyond ten.
24		Reception	Compare numbers.
25		Reception	Understand the ‘one more than/one less than’ relationship between consecutive numbers.
26		Reception	Select, rotate and manipulate shapes to develop spatial reasoning skills.
27		Reception	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
28		Reception	Continue, copy and create repeating patterns.
29		Reception	Compare length, weight and capacity.
30	ELGs	ELGs	Verbally count beyond 20, recognising the pattern of the counting system.
31		ELGs	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
32		ELGs	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World: Past and Present

Total Objectives Met

1	3 and 4 year olds	3 and 4 year olds	Show interest in different occupations.
2	Reception	Reception	Comment on images of familiar situations in the past.
3		Reception	Compare and contrast characters from stories, including figures from the past.
4	ELGs	ELGs	Talk about the lives of the people around them and their roles in society.
5		ELGs	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
6		ELGs	Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World: People, Culture and Communities

Total Objectives Met

1	Birth to 3	Birth to 3	Explore and respond to different natural phenomena in their setting and on trips.
2		Birth to 3	Make connections between the features of their family and other families.
3		Birth to 3	Notice differences between people.
4	3 and 4 year olds	3 and 4 year olds	Begin to make sense of their own life-story and family's history.
5		3 and 4 year olds	Explore how things work.
6		3 and 4 year olds	Continue developing positive attitudes about the differences between people.
7		3 and 4 year olds	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
8	Reception	Reception	Talk about members of their immediate family and community.
9		Reception	Name and describe people who are familiar to them.
10		Reception	Draw information from a simple map.
11		Reception	Understand that some places are special to members of their community.
12		Reception	Recognise that people have different beliefs and celebrate special times in different ways.
13		Reception	Recognise some similarities and differences between life in this country and life in other countries.
14		Reception	Recognise some environments that are different to the one in which they live.
15		ELGs	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

16	ELGs	ELGs	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
17		ELGs	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.

Understanding the World: Natural World

Total Objectives Met

1	Birth to 3	Birth to 3	Explore materials with different properties.
2		Birth to 3	Explore natural materials, indoors and outside.
3	3 and 4 year olds	3 and 4 year olds	Use all their senses in hands-on exploration of natural materials.
4		3 and 4 year olds	Explore collections of materials with similar and/or different properties.
5		3 and 4 year olds	Talk about what they see, using a wide vocabulary.
6		3 and 4 year olds	Plant seeds and care for growing plants.
7		3 and 4 year olds	Understand the key features of the life cycle of a plant and an animal.
8		3 and 4 year olds	Begin to understand the need to respect and care for the natural environment and all living things.
9		3 and 4 year olds	Explore and talk about different forces they can feel.
10		3 and 4 year olds	Talk about the differences between materials and changes they notice.
11	Reception	Reception	Explore the natural world around them.
12		Reception	Describe what they see, hear and feel whilst outside.
13		Reception	Understand the effect of changing seasons on the natural world around them.
14	ELGs	ELGs	Explore the natural world around them, making observations and drawing pictures of animals and plants.
15		ELGs	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

16		ELGs	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Art and Design: Creating with Materials

Total Objectives Met

1	Birth to 3	Birth to 3	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
2		Birth to 3	Explore their voices and enjoy making sounds.
3		Birth to 3	Join in with songs and rhymes, making some sounds.
4		Birth to 3	Make rhythmical and repetitive sounds.
5		Birth to 3	Explore a range of soundmakers and instruments and play them in different ways.
6		Birth to 3	Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
7		Birth to 3	Start to make marks intentionally.
8		Birth to 3	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
9		Birth to 3	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
10		Birth to 3	Use their imagination as they consider what they can do with different materials.
11		Birth to 3	Make simple models which express their ideas.
12	3 and 4 year olds	3 and 4 year olds	Explore different materials freely, to develop their ideas about how to use them and what to make.
13		3 and 4 year olds	Develop their own ideas and then decide which materials to use to express them.
14		3 and 4 year olds	Join different materials and explore different textures.
15		3 and 4 year olds	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

16	3 and 4 year olds	3 and 4 year olds	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
17		3 and 4 year olds	Use drawing to represent ideas like movement or loud noises.
18		3 and 4 year olds	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
19		3 and 4 year olds	Explore colour and colour-mixing.
20	Reception	Reception	Listen attentively, move to and talk about music, expressing their feelings and responses.
21		Reception	Watch and talk about dance and performance art, expressing their feelings and responses.
22		Reception	Sing in a group or on their own, increasingly matching the pitch and following the melody.
23		Reception	Develop storylines in their pretend play.
24		Reception	Explore and engage in music making and dance, performing solo or in groups.
25	ELGs	ELGs	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
26		ELGs	Share their creations, explaining the process they have used.
27		ELGs	Make use of props and materials when role playing characters in narratives and stories.

Art and Design: Being Imaginative and Expressive

Total Objectives Met

1	Birth to 3	Birth to 3	Show attention to sounds and music.
2		Birth to 3	Respond emotionally and physically to music when it changes.
3		Birth to 3	Move and dance to music.
4		Birth to 3	Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
5		Birth to 3	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
6		Birth to 3	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
7	3 and 4 year olds	3 and 4 year olds	Take part in simple pretend play, using an object to represent something else even though they are not similar.
8		3 and 4 year olds	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
9		3 and 4 year olds	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
10		3 and 4 year olds	Listen with increased attention to sounds.
11		3 and 4 year olds	Respond to what they have heard, expressing their thoughts and feelings.
12		3 and 4 year olds	Remember and sing entire songs.
13		3 and 4 year olds	Sing the pitch of a tone sung by another person ('pitch match').
14		3 and 4 year olds	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
15		3 and 4 year olds	Create their own songs or improvise a song around one they know.

16		3 and 4 year olds	Play instruments with increasing control to express their feelings and ideas.
17	Reception	Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
18		Reception	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
19		Reception	Create collaboratively, sharing ideas, resources and skills.
20	ELGs	ELGs	Invent, adapt and recount narratives and stories with peers and their teacher.
21		ELGs	Sing a range of well-known nursery rhymes and songs.
22		ELGs	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

