



Kates Hill Community Primary School



Communication and Language Curriculum Progress model for Knowledge and Skills

	Links to KS1 Curriculum	Minimum Expectations for Reception		Minimum Expectations for Nursery			
Listening, attention and understanding	<p><u>Spoken Language:</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	Engages in story time, building familiarity and understanding	Listens to longer stories and is beginning to explain what is read to them, answering questions (See Literacy PM)		Enjoys listening to longer stories and can remember much of what happens	Enjoys listening to longer stories and can remember some of what happens	Listens to simple stories with a picture stimulus
		Asks questions to find out more and to check they understand what has been said to them	Can answer a wide variety of questions independently	Understands 'how' and 'why' questions		Understands 'who, what, where, when,' questions	Is beginning to understand how to answer questions
	Listen and respond appropriately to adults and their peers	Learns new vocabulary	Can listen to their friends and teachers for prolonged periods of time	Can listen to their friends and teachers for short periods of time	Listens when interested in the conversation but loses focus easily		Is beginning to listen to adults and other children
	Ask relevant questions to extend their understanding and knowledge		Understands how to listen carefully	Listens carefully to rhymes and songs		Listens to rhymes and songs	

		and why listening is important	Can shift their focus between two things at a time	Can focus their attention on one thing at a time		Is beginning to focus their attention for longer periods of time	Can focus their attention for a short period of time	
			Follows an instruction with more than two parts	Follows an instruction with two parts		Follows a simple instruction	Follows a simple instruction with support and modelling	
Speaking	<u>Spoken Language:</u> Participate in discussions, presentations, performances, role play, improvisations and debates	Can recite rhymes, poems and songs independently	Can recite rhymes, poems and songs in a group	Learns rhymes, poems and songs	Sings a large repertoire of songs	Can sing a selection of songs	Joins in with singing nursery rhymes	
		Retells their own stories	Retells stories with some repetition	Tells longer stories		Tells short stories	Talks about familiar books	
	<u>Spoken Language:</u> Speak audibly and fluently with an increasing command of Standard English	Usually speaks using the correct tense		Has issues with some irregular tenses and plurals				
		Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly		Not yet able to say 'r, j, th, ch, sh' and multisyllabic words		Struggles to say 'qu, f, g, t, w, k' as initial/medial sounds		
		Articulates their ideas and thoughts in well-formed sentences, using connectives Explains how things work and why they might happen	Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so'	Uses sentences of 4-6 words		Is able to communicate using between 1-3 words	Communicates with survival language and with 1 or 2 words at a time	
	<u>Spoken Language:</u> Articulate and justify answers, arguments and opinions	Uses talk to help work out problems and organise thinking			Expresses a point of view and debates when they disagree	Children can articulate what they do and don't like		

	<u>Spoken Language:</u> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Describes events in some detail	Has a long conversation with an adult or friend, switching from topic to topic	Has a long conversation with an adult or friend	Starts a conversation with an adult or friend and continues it	Starts a conversation with an adult or friend	Responds to friends or adults
	<u>Spoken Language:</u> Use relevant strategies to build their vocabulary	Develops social phrases Uses new vocabulary in different contexts	Uses and demonstrates new vocabulary in daily conversation	Uses talk to organise themselves and their play Uses a wider range of vocabulary	Uses talk within their own play	Uses talk to communicate specific needs	



Kates Hill Community Primary School

Expressive Arts and Design Curriculum Progress Model

for Knowledge and Skills



	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Painting	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Able to mix primary colours to make secondary colours		Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Can use thin brushes to add detail	Can use thick brushes	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand
	Print with a variety of resources	Create patterns or meaningful pictures when printing		Print with small blocks, small sponges, fruit, shapes and other resources		Print with large blocks and larger sponges	
Drawing	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Draws potato people (no neck or body)		Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.
	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children are able to draw simple things from memory		Children are able to draw things that they observe	

Collage	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Use glue sticks and glue spatulas independently	Use glue spatulas with support	Use glue sticks with support
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Adds other materials to develop models (tissue paper, glitter...)		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Product is all one texture	
Sculpture	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play		Builds simple models using walls, roofs and towers.	Builds walls to create enclosed spaces	Builds towers by stackings objects
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions	Makes something that they give meaning to	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes marks in clay	Explores clay
Music	Expresses their opinion	Understands emotion through music and can identify if music is ‘happy’, ‘scary’ or ‘sad’		Talks about how music makes them feel	Responds to music	Enjoys listening to music
	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones) Plays a given instrument to a simple beat	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)	
	Put a sequence of actions together	Learns longer dance routines, matching pace		Learns short routines, beginning to match pace	Copies basic actions	Moves to music

Singing and Dancing	Begin to improvise independently to create a simple dance	Replicates dances and performances		Shares likes and dislikes about dances/performances	Watches dances and performances	Beginning to watch performances for short periods of time	
	Sings in tune and to the correct beat	Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody	Sings in a group, trying to keep in time		Sings in a small group	Knows some words when singing
Role play	To take part in a simple role play of a known story	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	Uses own experiences to develop storylines		Plays with familiar resources	
		Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	Participates in small world play related to rhymes and stories		Simple small world (farm, cars, trains, dolls)	
Independence	Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay		Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)		Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child
		Returns to work on another occasion to edit and improve		Creates their own piece of art and begins to self-correct any mistakes		Creates their own piece of art and gives meaning	Creates their own piece of art
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further		Works with a friend, copying ideas and developing skills together		Children work independently to develop basic skills	
Resources (not limited to)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws		Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB		Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	



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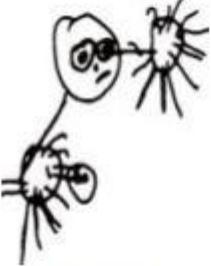
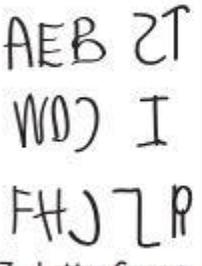
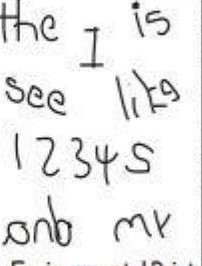
Literacy Curriculum Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Word Reading	Re-reads books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding	Can find the blurb and explain what its purpose is	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Is able to explain what the job of an author and illustrator are	Has an awareness of pages, words and letters	Can identify spine, front cover, back cover and title. Understands why we have books	Knows how we hold a book, which way we turn the pages and that we read from left to right
		Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading			Enjoys sharing books with an adult	Enjoys choosing their own books to read	Enjoys listening to stories
	Apply phonic knowledge and skills as the route to decode words	Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d			Recognises words with the same initial sound		
	Respond speedily with the correct sound to graphemes	Reads some letter groups that each represent one sound	Reads individual letters by saying the sounds for them				

	Apply phonic knowledge and skills as the route to decode words	Blends sounds to read phase 3/4 words	Blends sounds into phase 2 words				
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Reads phase 3/4 phrases and sentences	Reads phase 2 phrases and sentences				
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Reads phase 4 common exception words	Reads phase 3 common exception words	Reads phase 2 common exception words	Recognises their name		
	Read other words of more than one syllable that contain taught GPC	Reads words with more than 1 syllable	Reads words with 1 syllable		Can independently identify how many syllables there are	Can clap syllables in a word	Counts syllables in a word
Comprehension	Participate in discussion about what is read to them, taking turns and listening to what others say	Suggests words which rhyme				Matches rhyming words	Understands that rhyme is different to categorising
	Explain clearly their understanding of what is read to them	Answers questions relating to vocabulary, prediction and sequence	Can answer open questions involving literal retrieval	Can answer closed questions involving literal retrieval	Engages in extended conversations about stories, learning new vocabulary		Can engage in short conversations about stories
Writing	Spell words containing 40+ phonemes & common exception words Compose a sentence orally before writing it	Writes short sentences (Then with a capital letter and full stop)	Writes captions by identifying sounds and writing the letters for each word	Spells words by identifying sounds and writing the letters	Children are able to write initial sounds	Uses print and letter knowledge in early writing – knows that their print carries meaning	Participates in fine motor activities

	Beginning to punctuate sentences	Re-reads what they have written to check that it makes sense				
	Re-reads what they have written to check that it makes sense	Children can write their first name and surname		Children can write all of their first name	Children can write some of their name	Children can write the first letter of the name
	Name the letters of the alphabet	Forms lower case and capital letters correctly	Gradually decreases letter size, writing on the line	Writes some letters accurately	Is beginning to form letters	Draws circles, lines and other shapes
Begin to form lower-case letters in the correct direction, starting and finishing in the right place						
	Form capital letters					

The Developmental Progression Children's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play with the white board and the shapes and I won to play with my fen <small>(Today I want to play with the white board and the shapes, and I want to play with my friend.)</small></p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end <small>(One day, I saw my friends, It was Israel and Antonio and they got lost, I found them, The end.)</small></p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



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Maths Curriculum Progress Model

for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Number - counting	Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number	Count beyond 20	Count beyond 15	Count beyond 10	Count beyond 5	Count beyond 3	Says number names in an incorrect order
		Count backwards from 20	Count backwards from 15	Count backwards from 10	Count backwards from 5	Count backwards from 3	Says number names in an incorrect order
		Can recite 10+ number songs	Can recite a minimum of 5 number songs Uses number language in everyday contexts		Can recite a minimum of 3 number songs Uses number language in everyday contexts		
		Count objects to 20+	Count objects to 10+	Count objects to 5+ Understands that the last number tells you how many there are		Counts objects to 3+	Says some number names but not for each object
		Count actions/sounds to 20+	Count actions/sounds to 10+	Count actions/sounds to 5+	Count actions/sounds to 3+		
		Make a sensible guess of quantities within 10	Subitise (to 5)	Subitise (to 3)		Subitise (to 2)	Subitise (to 1)

Number - recognition	Begin to recognise place value in numbers beyond 20	Link numerals and amounts to 20	Link numerals and amounts to 10+	Link numerals and amounts to 5+	Links numerals and amounts to 5	Link numerals and amounts to 3	Recognises some numbers	
		Order numbers to 20	Orders numbers to 10	Orders numbers to 5		Orders numbers to 3		
Number sense	Identify and represent numbers using objects and pictorial representations including the number line	Partitions sets of objects using a part-part whole model, exploring composition to 10	Partitions sets of objects using a part-part whole model, exploring composition to 5	Partitions sets of objects using a part-part whole model, exploring composition to 3				
		Understands that teen numbers are 10 + ____	Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5		Knows that when a five frame is full there are 5 objects and when empty there are 0			
		Can use the vocabulary of 'tens' and 'ones' to explain pattern	Recognises patterns such as 6, 7, 8 and 16, 17, 18	Recognises that after each unit of 10, we go back to 1 again				
		Represent and use number bonds	Can recall all number bonds to 10, explaining the pattern	Can recall some number bonds to 10	Knows that 5 + 5 and 10 + 0 make 10			
Number - graphics	Read and write numbers from 1 to 20 in numerals (and words)	Can write numbers 0-20	Can write numbers 1-10	Is able to write numbers 1-5		Experiments with their own symbols and marks, as well as numerals. Is able to write numbers of personal significance.		
Calculating	Use the language of: equal to, more than, less than (fewer), most, least	Children understand the difference between quantity and size	Compare numbers using 'more than', 'less than' 'fewer' 'equal to'		Compares quantities using 'more than', 'less than' and 'the same'	Compares quantities using 'more than'		
	Given a number, identify one more or one less	Children can find 1 more than and 1 less than in mixed problems	Children can find 1 less than	Children can find 1 more than				

	Read, write and interpret mathematical symbols	Recognises that + means add and – means subtract	Understands that subtraction is removing objects	Understands that addition is the combining of sets of objects		
	Add and subtract one-digit and two-digit numbers to 20, including zero	Adds two single digit numbers totalling more than 10	Adds two single digit numbers totalling up to 10	Adds two single digits totally up to 5	Combines amounts and knows that they have 'more'	
		Subtracts a single digit from a number greater than 10	Subtracts a single digit number from a number up to 10	Subtracts a single digit number from a number up to 5	Takes some away and knows that they have 'less'	
	Solve one-step problems that involve addition and subtraction	Solves real world mathematical problems with numbers to 10+	Solves real world mathematical problems with numbers to 10	Solves real world mathematical problems with numbers to 5	Solves real world mathematical problems with numbers to 3	
Fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Compare, describe and solve practical problems for double/half	Understands that halving is sharing into two equal parts	Understands that sharing is splitting an amount into equal parts		Children 'share' items by giving items to their friends or teachers	
		Understands that doubling is adding the same number to itself				
Shape	Pupils should be taught to recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles	Compose and decompose 2D shapes so that children recognise a shape can have other shapes within it, just as numbers can	Explores how many corners and sides other 2D shapes have.	Explores how many corners and sides basic 2D shapes have. Is beginning to explain if the sides are 'straight' or 'curved'	Talks about and explores 2D shapes using informal and mathematical language – corners, sides Combines shapes to make other shapes	Combines shapes to make pictures Select shapes appropriately – triangular roof, square house...
		Can identify a pentagon, octagon and hexagon		Can identify a circle, square, triangle, rectangle		Can identify a star and a heart
	Pupils should be taught to recognise and name common 3-D shapes, including	Recognises that a cube and cuboid have very similar properties.	Children recognise that the faces on a 3D shape often	Explores which shapes will roll and which will slide and is beginning to	Talks about and explores 3D shapes using informal and mathematical	Combines shapes to make pictures Selects shapes appropriately – cube/cuboid for a house

	cuboids (including cubes), pyramids and spheres	Uses language such as faces, vertices, edge	comprise of 2D shapes	explain why using the vocabulary 'curved' and 'flat'	language – corners, faces Combines shapes to make other shapes			
		Is beginning to explore other shapes such as pyramids and triangular prisms	Can recognise and name sphere, cube, cuboid, cylinder, cone	Can correctly recognise and name cones and spheres	Can correctly match some 3D shapes			
		Recognises 3D shapes in the environment			Recognises 2D shapes in the environment			
Space	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Recognise and complete complex repeated patterns (ABBCA)	Continue, copy and recreate repeated patterns (ABBC)	Continue, copy and recreate repeated patterns (ABB)	Creates repeated patterns with colour (AB)	Copies and continues repeated patterns with colour (AB)		
					Creates repeated patterns with shape (AB)	Can sort items by their colour or pattern	Talks about pattern in the environment (spotty, stripy...)	
					Creates repeated patterns with number (AB)	Copies and continues repeated patterns with number (AB)		
		Uses the vocabulary 'in-between', 'over' 'above', 'beneath', 'beside'			Can use ordinal numbers to describe position in a line	Can follow an instruction using positional language	Uses the vocabulary 'in', 'on', 'under', 'behind', 'next to'	Uses the ordinal vocabulary of 'first' and 'last'
		Completes 49-piece puzzles	Completes 35-piece puzzles	Completes 24-piece puzzles	Completes 16-piece puzzles	Completes 10-piece puzzles	Completes 5-piece puzzles	
		Design a route and explain to a friend	Describes a familiar route using directional language - 'forwards', 'backwards', 'right' and 'left'			Describes a familiar route with basic directional language – 'around', 'this way', 'that way' and positional language		Discusses locations
Measurement	Compare, describe and solve practical problems for lengths and heights	Uses standard measures whilst measuring size	Can order three items by length/height using non-standard measures Uses 'biggest', 'smallest', 'shortest' and 'tallest'	Make simple comparisons using 'bigger' and	Uses 'big' and 'small', 'short' and 'tall to compare size			

					'smaller', 'shorter' and 'taller'		
	Compare, describe and solve practical problems for mass/weight	Uses standard measures whilst measuring weight	Can order three items by weight using non-standard measures Uses 'heaviest', 'lightest'		Make simple comparisons using 'heavier' and 'lighter'	Uses 'heavy' and 'light'	
	Compare, describe and solve practical problems for capacity and volume	Uses standard measures whilst measuring capacity	Can order three items by capacity using non-standard measures Uses 'full', 'empty', 'half empty'		Make simple comparisons using 'more' and 'less'	Uses 'full' and 'empty' to compare capacity	
	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Children can use language before, after, yesterday, today, tomorrow	Children can identify if it takes a shorter or longer time to do something	Children can talk about significant times of the day, home time, lunch time etc... and then sequence them		Begins to describe sequences of events using next, after, later	Begins to understand the vocabulary 'first', 'last' and 'soon'
	Recognise and use language relating to dates, including days of the week, weeks, months and years	Can tell you which day comes before/after a given day		Says the days of the week in order			Knows some of the days of the week
	Recognise and know the value of different denominations of coins and notes	Can pay for items using 1p coins	Recognises that there are different coins	Talks about the different ways we can pay for things			Understands that we need to pay for items in a shop and can talk about what they would like to buy



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Physical Development Curriculum Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Gross motor	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Further develops and refines ball skills	Can throw a ball at a given target	Can throw rugby balls, javelins, and frisbees	Can throw a ball or bean bag underarm or overarm	Can throw a small ball with one hand	Can throw a large ball with both hands
		Develops confidence, competence, precision and accuracy when engaging in ball activities	Can catch smaller items from a longer distance	Can catch larger items from a longer distance	Catches a small ball or bean bag from a short distance		Catches a large ball from a short distance
		Progresses towards a more fluent style of moving	Can dribble in and out of targets	Can run with a ball	Can walk with a ball	Can kick a large ball at an intended target	Can kick a large ball in a straight line
		Develops the overall body	Rides a bike with/without stabiliser	Rides a balance bike, occasionally lifting up their feet		Rides a balance bike, moving their legs alternately	Rides a trike independently
		Rides a scooter by pushing with their foot and resting both feet on the scooter Experiments with other ways of riding the scooter board		Rides a scooter independently, moving one leg backwards and forwards. Sits on a scooter board and pushes themselves along			

		<p>strength, co-ordination, balance and agility required for future P.E. sessions</p> <p>Combines different movements with ease and fluency</p> <p>Revises and refines fundamental movement skills</p>	Can balance using different body parts	Can demonstrate different types of balances (h, arabesque)	Skip, hop, stand on one leg and hold a pose		
			Can balance a ball on a bat	Walks along a balance beam	Walks along a bench independently	Balances a quoit on their head	
			Climbs apparatus, going up forwards, over and coming down backwards		Go up steps and stairs, or climb up apparatus, using alternate feet		Go up steps and stairs independently
Perform dances using simple movement patterns			Remembers sequences and patterns to music without words	Increasingly able to use and remember sequences and patterns of movement, related to music		Remembers sequences and patterns for more complex nursery rhymes	Remembers sequences and patterns for simple nursery rhymes
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities			Uses large-muscle movements to produce X and triangles	Uses large-muscle movements to produce diagonal lines	Uses large-muscle movements to produce squares	Uses large-muscle movements to produce circles and +	Uses large-muscle movements to produce vertical and horizontal lines
			Uses small-muscle movements to produce X and triangles	Uses small-muscle movements to produce diagonal lines	Uses small-muscle movements to produce squares	Uses small-muscle movements to produce circles and +	Uses small-muscle movements to produce vertical and horizontal lines
<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly			Children sit with their feet flat on the floor whilst seated at a table Children are encouraged to sit up straight on the carpet		Children are encouraged to sit on the carpet and at the table		
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-			Uses a wide range of equipment that requires the co-ordination of both hands (with precision)	Is able to use a knife and fork	Start to eat independently, learning to use a knife and fork	Is able to use a rolling pin	Is able to hold onto a parachute

	ordination, and begin to apply these in a range of activities		Can walk, run, crawl, climb, hop, jump and skip with increasing control	Match their developing physical skills to tasks and activities	Can walk, run, crawl and climb independently	Can walk, run, crawl and climb when directed
Fine motor	<u>Design and Technology:</u> Use a range of tools and equipment to perform practical tasks	Develops small motor skills to use a range of tools competently, safely and confidently	Can use scissors with precision. Uses small tweezers, smaller nuts and bolts and geo boards. Is able to use other small one-handed tools such as screwdrivers	Uses one-handed tools and equipment	Is beginning to use scissors. Uses large tweezers, large nuts and bolts and is able to thread. Is able to use other large one-handed tools such as hammers	
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly	Develops the foundations of a handwriting style which is fast, efficient and accurate	Develops control further and is able to replicate patterns, letters and numbers with ease	Use a comfortable grip with good control	Static tripod/quadrupod grasp	Palmer grasp
			Child recognises their preference for a dominant hand			Beginning to show strength in a particular hand
Healthy choices	<u>See PSHE Association</u>	Knows and talks about contributors to health and wellbeing	Is able to explain the effects of exercise, sleep and reducing screen time	Is aware that you can eat unhealthy food in moderation and is able to explain the importance of washing hands	Makes healthy choices	Is aware of healthy and unhealthy foods Independently accesses the outdoor area for exercise and knows why we need to exercise
Independence	Participate in team games, developing simple tactics for attacking and defending	Further develops the skills they need to manage the school day successfully	Starts taking part in group activities which they make up		Starts taking part in child-initiated group activities	Starts taking part in adult led group activities
			Collaborates with others to manage large items appropriately		Collaborates with others to manage large items	Collaborates with others to manage large items (with adult guidance)
		Uses a knife and fork with precision	Opens their own straw and pours their own drink/milk	Starts to eat independently, learning to use a knife and fork	Peels their own fruit and pierces their own milk carton	Uses a spoon, fork and knife (to spread) independently

			Puts on gloves and puddle suits independently	Can get changed with minimal help (buttons)	Put their coat on by themselves and zip it up	Can put their own aprons on and pull clothing up and down for the toilet	Can put their own shoes, socks, hats and mittens on
			Tidies up, takes jumper off if hot and puts it on if cold	Ensures they are eating enough food and drinking enough water	Blows their nose, disposing of the tissue and sanitising	Uses the toilet and wipes themselves	Washes their hands independently
Resources (not limited to)	Confidently and safely uses a range of large and small apparatus		Large soft balls, small balls, rugby balls, tennis balls, basketballs, footballs, bats, bean bags, javelins, frisbees, bikes, scooters, quoits, benches, ribbons, parachute, soft play, horses, climbing frame dome, climbing frame, skipping ropes, space hoppers, balance boards, scooter boards, stepping stones, seesaw, tyres, red balancing bowl, tunnels, sieve, grater, Duplo and large foam bricks, Sellotape, peeler, hole punch, stapler, sewing, dustpan and brush, sweeping, cleaning, scissors, pencils, large tweezers, paintbrush, hammers, playdough tools/cutters, spoons, shakers, spray bottles, whisks, screwdrivers, pipette, spatula, knife, fork, jugs, measuring cylinders, bingo dabbers, nuts and bolts, gardening tools, threading, pegs and peg boards, elastic bands and geo boards, small tweezers, golf tees, playdough, ribbons, cotton buds, stencils, beads, puzzles, cotton reels, shape sorters, water syphon, Lego, peel stickers, sewing needles				



Kates Hill Community Primary School

Personal, Social and Emotional Development

Curriculum Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception		Minimum Expectations for Nursery			
Feelings and Emotions	Jigsaw	Articulates how they feel using age appropriate vocabulary	Can talk about the feelings 'jealous', 'worried' and 'frightened' and is aware of synonyms for previously learnt feelings		Can talk about the feelings 'angry', 'scared', 'surprised' and 'excited'	Can talk about the feelings 'happy' and 'sad'	
		Identifies and moderates their own feelings, socially and emotionally	Recognises when they might be 'jealous', 'worried' and 'frightened' and responds appropriately		Recognises when they might be 'angry', 'scared', 'surprised' and 'excited' and responds appropriately		
		Expresses their feelings and considers those of others	Tells others how they have made them feel	Is able to ask for help for 'uncomfortable' feelings if they need to	Understands how they can manage 'uncomfortable' feelings appropriately		Recognises when they might be 'happy' or 'sad' and responds appropriately
		Thinks about the perspectives of others	Beginning to recognise that animals have feelings too	Recognises the feelings of characters in stories	Begins to understand how others might be feeling		
			Recognise when and how they need to respond to a friend, showing sensitivity when needed				

		Sees themselves as a valuable individual	Children understand how they can improve	Children are able to explain what they are good at and what they need to practise	Children are able to explain what they do and don't like doing. Children are beginning to identify what they need help with and seek support from an adult or their peers		
Behaviour		Shows perseverance and resilience in the face of challenge	Children persevere to reach their intended goal	Children are developing resilience, trying to do something difficult which they want to achieve		Children celebrate accomplishment of goals	
			Takes turns in familiar games and group activities without support	Takes turns in games and group activities with some support		Takes turns in games and group activities with encouragement and support	
			Watches the person who is speaking and knows when it is their turn to speak		Understands that they need to wait their turn and can anticipate when it is their turn during circle time		Understands that they need to wait their turn, using props to support them
		Shows confidence during whole class sessions		Shows confidence when playing in a small group and in new social situations		Shows confidence when playing with a friend	Developing confidence
		Thinks about the perspectives of others	Asks others if they need help – 'Would you like me to help you?'	Asks for help – 'Please can you help me do up my coat?'	Asks a friend if they can play		
		Selects and uses activities and resources without help. Knows which resources they need to carry out their intended activity.			Selects and uses activities and resources, with help, when needed. Knows that they need some resources e.g. an apron for painting.		
		Children know that they must put something away before getting something else out. Children independently sweep, wipe and wash where required.			Beginning to tidy up after themselves, putting things back where they came from. Children are prompted to sweep, wipe and wash if needed.		Prompted to tidy up
		Builds constructive and respectful relationships	Children are aware of rules and why we need to follow them. They remind friends of the rules when needed.		Children increasingly follow rules independently	Children are beginning to understand right and wrong with adult modelling. Children apologise for any negative behaviour choices.	

Relationships	Jigsaw	Thinks about the perspectives of others	Plays in a group, sharing and extending ideas	Plays with one or more other children, extending and elaborating on play ideas	Plays alongside a friend	Shows an interest in others	
			Is able to explain the importance of sharing	Offers to share resources – ‘Would you like this...?’	Shares resources with friends if they are asked for something	Sometimes shares resources with adults and peers, sometimes requiring support	
			Children are able to determine when a situation requires adult intervention	Resolving conflicts by themselves, where possible, and not retaliating	Developing appropriate ways of being assertive	Beginning to resolve conflicts, asking an adult if they need support	
			Has an awareness of stranger danger	Becomes more outgoing to unfamiliar people	Children begin communication with people by first saying their name or ‘excuse me’. Children do not need to be physical to get attention		
Responsibility		Manages their own needs	Children know what belongs to them and stores items sensibly	Puts their cardigan/jumper in a sensible place if they take it off	Beginning to name pieces of work that are theirs	Recognises their own belongings and knows to store their items on their peg	
			Children are responsible for bringing their reading books and homework back each week	Children are responsible for bringing their book back each week			
			Children are responsible for maintaining the indoor and outdoor areas, including the allotment. Children clean up any rubbish and tidy up after themselves, manoeuvring large items as a group.				
Sense of Community	<p>We provide activities and experiences for children which help to develop their sense of community. This includes inviting members of the community into school such as nurses, police officers and fire fighters. As a school community, we would like to provide support to those less fortunate than ourselves, sometimes supporting families within our own school.</p> <p>We plan to reach out to neighbours, extended family and the elderly so that we can share stories, experiences, fun and laughter. We also plan to support our local neighbourhood by helping to keep the area clean.</p>						
Attention	See Communication and Language Curriculum Progress Model						
Hygiene and Personal Needs	See Physical Development Curriculum Progress Model						



Kates Hill Community Primary School

Understanding the World Curriculum Progress Model

for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
History links	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time.	Can discuss similarities and differences between people in their family	Can talk about members of immediate family in more detail	Can talk about past and upcoming events with their immediate family	Can briefly talk about some members of their family	Can talk about any pets that they might have	Able to say who they are and who they live with
		Can identify similarities and differences between jobs	Can identify emergency situations and knows who to call	Is able to discuss different occupations of family members	Talks about a wider range of occupations (electrician, plumber etc)	Shows an interest in different occupations (nurse, doctor, police, fire...)	
		Sequence family members, explaining who they are and the key differences between what they can/can't do		Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)		Sequence family members by size and name (baby, child, adult)	
	Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.	Compare and contrast characters from stories, sharing similarities and differences		Shares some similarities between characters, figures or objects	Shares likes and dislikes	Comments on fictional characters in stories	
		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				Comments on historical figures or objects in non-fiction texts	
R.E. LINKS	Describe memories that have happened in their own lives.	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali"		Comments on recent pictures of experiences in their own life. "This was me at the farm..."	

	Can recognise, name and describe religious places.	Knows why religious venues are special and who goes there	Can name different religious venues – Church, Mosque and Gurdwara as a minimum	Knows that there are special places of worship			
	Describes the main beliefs of a religion. Describes the main festivals of a religion.	Can articulate what others celebrate and begin to explain	Developing positive attitudes about differences between people		Knows that there are differences between what people believe		
Geography links	Use basic geographical vocabulary to refer to physical and human features	Can briefly explain the difference between human and physical features	Can use maps to locate objects in 'real life'	Identifies features on a simple map (trees, house, river, mountain)		Knows what a map is used for	
	Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country	Can name the 4 countries of the UK and at least 2 other countries.	Knows that 4 countries make up the UK and can name at least 1 other country		Knows that there are different countries in the world	Knows that we live in Dudley which is in England	
		Can identify similarities and differences between homes in other countries	Can identify similarities and differences between homes in our country	Knows that different countries have different homes	Can explain features of other homes		Knows where they live (house, flat, bungalow)
		Makes comparisons between life for children in different countries		Explains how life may be different for other children		Can articulate what daily life is like in our country	
	Observe the natural and humanly constructed world around them	Use pictures to compare and contrast environments around the world	Recognise some environments that are different to the one in which they live	Talk about local environments (their road, the park, library, Dudley)		Talk about what they see in their own environment (school/home) using a wide vocabulary	
Science	Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.	Explores the natural world around them	Talks about differences between materials and changes they notice.		Explore collections of materials, identifying similar and different properties	Explore collections of materials	
		Explain what their five senses are		Can name their 5 senses	Uses senses in hands on exploration		

	Notices links between cause and effect (speed, shape, direction and magnetism)	Explores non-contact forces (gravity and magnetism)		Explores and talks about forces (push and pull)		Explores how things work	
	Identify seasonal weather patterns	Understand the effect of seasons on the natural world, discussing when and how things grow		Names and orders seasons	Can identify what you need to wear for each season and why	Understands that the weather changes and that in different countries you have different weather	
	Observe the natural and humanly constructed world around them	Understands the need to respect and care for the natural environment and all living things.	Can talk about different life cycles	Can say what plants need to survive	Can explain the life cycle of a daffodil and a butterfly	Plants seeds and cares for growing plants with support	Understands the difference between plants and animals
Computing links	Uses various tools such as brushes, pens, eraser, stamps and shapes	Use various tools such as brush, pens, stamps, erasers and shapes with support		Select brushes, colours and rubbers when drawing on paint software		Mark make on paint software on the Interactive Whiteboard	
		Children can independently change games or increase levels of difficulty on games		Can play simple games on the Interactive Whiteboard by dragging and dropping items		Can play simple games on the Interactive Whiteboard by pressing buttons	
		Erases content and understands how to charge the cameras	Children can edit photos	Children can record videos on the camera	Children can take photos on the camera		Children can switch a camera on and off
	Identify which things count as personal information. Asks for help when they need it.	Children know what personal information is and know that it should not be shared online		Children know to ask for help if needed			