

DEVELOPMENT MATTERS 2021

Early Years Foundation Stage (EYFS)

What do children need to know, do and remember, at each of the end points.

COMMUNICATION AND LANGUAGE

END POINT	KNOW	DO	REMEMBER
Enjoy listening to longer stories and can remember much of what happens	- Children know how to listen to stories. - Children know how to focus their attention: listening ears, looking eyes, listening body language. - Children know that stories have a beginning, middle and end. - Children know where to find the title , blurb, illustrator. - Children understand that pictures help us to predict what might happen.	To form an opinion of a book. - Children can use pictures help us to predict what might happen. - Children can turn pages in books. - Children ask for stories themselves. - Children act out stories with their peers within role play situations. - Children can talk about their favourite books.	- Children are able to talk about the book. - Children learn to join in with repeated phrases. - Children can remember emotions they experience during the story and talk about them with confidence. - Children can role play specific events from stories they have learnt about with peers. - Children understand there will be information conveyed within longer sentences in these stories.
Can find it difficult to pay attention to more than one thing at a time.	- Children need to identify that other things are happening around them. - Children know that it's okay to leave an activity and come back to it later.	- Can focus on their own play while engaging with others. - Children can follow adult instructions while completing a task.	- Recount what they have done in the day. - Remember patterns of conversation e.g. my turn, your turn.
Use a wider range of vocabulary.	- Children need to know basic vocabulary. - Children know that there are lots of new words out there for them to learn and use. - Children know they can learn new vocabulary from discussions with adults and peers, listening to fiction, non – fiction and poem texts. - Children know that multiple words have similar meanings.	- Children use vocabulary in context. - Children use vocabulary to reflect their experiences. - Children experiment with new vocabulary to discover what contexts to use it in. - Children can repeat and use new vocabulary that they have previously heard in interactions and texts.	- Children can remember the meanings of words. - Children can remember how to share new vocabulary with others. - Children can remember to use words in different contexts.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	Children know how to concentrate for a length of time.	- Children concentrate through active listening. - Children can follow 2 part instructions with increasing accuracy.	Children are able to impart the instruction to someone else.
Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	- Children need to know there is a reason for things happening. - Children know that their voice and opinion matters.	- Children can talk about why things happen. - Children can answer directed questions and give suggestions. - Children can make connections between questions and their prior and interesting knowledge. - Children ask why questions themselves. - Children can make predictions.	- Children give answers to why questions and share with others. - Children can give explanations based on their predictions.
Sing a large repertoire of songs.	- Children know core nursery rhymes. - Children know that there a pool of songs that they can sing with their peers and adults.	- Children can make up actions to accompany the songs. - Children use the vocabulary from the songs within their play and speech. - Children ask for their favourite songs.	- Children can vary initial songs and change or extend them. - Children can use visual prompts or actions to remember lines in songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	- Children know how to talk about stories using a beginning, middle and end. - Children know they need to talk about characters in stories. - Children know they can refer to stories they know to help them create their own stories.	Children can use vocabulary they have learnt to use when they tell their own stories.	- Children can make comparisons between stories. - Children can use puppets to retell stories.
Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.	- Children know that there are different tenses that can be used to explain what’s happening in the present and what has happened in the past. - Children know that they can use their voice to talk about their news. - Children understand that they can listen to their adults and to stories to help them learn	- Children can form spoken sentences to explain their ideas, thoughts and share their news in the different tenses. - Children can listen to adults model saying back the irregular phrases they have used with correct tenses and plurals. - Children talk about events that are happening in the past, present and future.	- Children remember that the English language isn’t always easy and that there are lots of different rules and exceptions. - With frequent exposure to hearing the irregular tenses and plurals being used in language, children will begin to use these correct forms themselves as time goes on. - Children can remember that when the language is tricky to master, they can keep asking their adults for help

	these irregular tenses and plurals. • They know they need to change the endings of words. • Children need to know that rules aren't always the same.	• Children can tell which tense a story or instruction is taking place in.	and learn from listening to them use these irregular tenses and plurals within their speech. • Children may remember, share and apply these irregular tenses e.g. ran, swam but some children may still struggle with using them correctly.
May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	• Children know there are different sounds. • Children know they can connect lots of sounds together to make words. They are made up of lots of smaller sounds. • Children know that words start with different sounds. • Children know that there are lots of different short and long words in our vocabulary.	• Children explore finding syllables in words. • Children use a variety of syllables and develop a bank of multi – syllabic words. • Children use the sounds within words with increasing accuracy. • Children can use a variety of long and short words within their speech. • Children can clap out syllables for 2/3 syllable words to help them develop the skills to clap out more complicated multisyllabic words. • Children complete different Mr Tongue tongue activities to help them begin to form these trickier sounds. • Children know that they can make different initial sounds using various mouth shapes and different tongue positions in the mouth.	• Children begin to recognise when they are struggling to pronounce words. • Children can remember to use strategies to segment longer words that are hard to say before they then try to blend them back together. • Children remember the Mr tongue exercises they practise to help them make the sounds of initial words that are more difficult. • Children can persevere when these sounds and words are hard to pronounce and keep on trying.
Use longer sentences of four to six words.	• Children know that sentences have a beginning, middle and end. • Children know different connectives such as because or and also prepositions. • Children know that language is a form by which they can express themselves effectively. • Children know they can use adjectives (describing words) to add detail to their sentences.	• Children use language to express their feelings and to talk about events. • Children begin to explain more complex ideas. • Children develop confidence with using their voice. • Children use longer sentences when a shorter one is available. • Children use connectives within their speech such as and or because to make their sentences longer e.g. "I liked the book because it was funny."	• Children recognise the value of using longer sentences. • Children remember to speak in full sentences. • Children remember new vocabulary they have learnt and use these words within their speech. • Children use forms of speech inspired by language and dialogue in texts they've heard or read to help them use longer sentences. • Children remember that they can use connectives like 'because' to give their reasons for their opinions.

	Children know that their voices can be used as powerful tools to explain, instruct, describe and explore feelings, ideas, knowledge and events.	- Children use adjectives within their spoken sentences e.g. “I’m using the shiny bowl to make a cake.” - Children use longer sentences when they’re playing with their friends or when they’re sharing their ideas at group/story times.	
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.	- Children know what they like and dislike in order to have a point of view. - Children know that other people have likes and interests themselves. - Children know that they can influence or be influenced by actions and words. - Children know that their voice is valuable and that their opinions and thoughts matter. - Children know that they need to listen to their peers when it’s their turn to talk. - Children will understand that there will be times when they agree with their peers and times when they will disagree with them.	- Children resolve problems independently with words rather than hands. - Children begin to express their opinions and thoughts using language. - Children can respect their peers’ and adults opinions and ideas when they differ from their own. - Children put their hand up to share their ideas. - Children listen to their peers when they offer thoughts. - Children may comment or expand on points that their peers make. - Children use hand gestures to help explain their ideas. - Children form friendships with peers whose opinions and interests differ from their own.	- Children remember that their friends have different interests and what these entail and know that they can still be friends. - Children remember to listen to their friends. - Children use language and phrases they have learned to help them explain their thoughts “I think because...”, “I like ___ because...”, “I agree with ___” etc. - Children will understand that they need to respect their peers comments and opinions because everyone’s voices count. - Children remember that they can still be friends with their peers even if they don’t agree with their point of view.
Can start a conversation with an adult or a friend and continue it for many turns.	- Children know they can talk to an adult to have a conversation with them. - Children know that turn taking is needed. within a conversation. - Children know the purpose of the communication they are partaking in. - Children know they can share knowledge, ideas and events through conversation. - Children can engage with adults at an appropriate level	- Children need to initiate conversations with questions or statements. - Children show their adult/peer that they are listening to their contributions by giving them eye contact or facing them etc. - Children’s contributions are on topic with the conversation. - Children use their talk to respond to comments that the other person makes.	- Children remember to wait for their peer/adult to finish speaking before they share their ideas. - Children can respond to what they have listened to and use comments or questions to develop the conversation further. - Children remember to include others and can invite their adult or peer to contribute further ideas to expand the conversation further e.g. “what do you think about...?”

	and can trust adults to listen to them. • Children understand that they need to concentrate to partake in a conversation. • Children know that they can share ideas with their friends and family. • Children understand that they need to listen to the other individual who is speaking before they then add their comment – your turn, my turn approach.	• Children may ask questions based on what their peer/adult says in the conversation. • Children respond even if they're not the ones who have initiated the conversation.	
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Children know that they can take on roles within their play. • Children have an experience of specific language that needs to be used with different roles within play. • Children know that they can work together to act out a narrative. • Children understand that they can use speech to develop their roles within their play.	• Children use talk to organise play. • Children use their experiences to develop role play. • Children watch adults and their peers modelling how to play together and how to make stories as a group. • Children make friends with their peers and are comfortable playing with them. • Children use directional language and commands within their speech to build up role play: put, take, go etc. •	• Children remember different occupations, stories, events that they have studied to impact their play as they use talk to build stories. For example: "We need to get the hose off of the fire engine!" "You can be the first little pig, I'll be the second little pig" etc. • Children remember to use directional language and commands within their speech: put, take, go etc. • Children remember that they can organise play without conflict e.g not arguing about roles they each want to be.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

END POINT	KNOW	DO	REMEMBER
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.	- Children know that it is their right to choose - Children know that there are resources available in the room. - Children know that there are different activities that they can choose to do when they come into the classroom. - Children know that they can pick resources off of the shelves to take responsibility for their learning. - Children know that they can ask for support in using them and finding them in the room. - Children know that they can approach an activity with a purpose. - Children select resources to fit a purpose.	- Children will independently choose activities to complete when they come into the classroom. - If some children are struggling to decide what to do, they can make a choice between two options with an adult's support. - Children will make decisions in selecting toys and resources from available units and shelves to use in the classroom. - Children explore using resources in different ways. - Children practise and experiment with resources to develop skills.	- Children remember where the different resources are on the shelves that they can access. - Children remember to put these resources back into the correct places in the classroom once they have used them. - Children can tell their peers where they need to put the resources back. - Children will remember that there are different areas in the room where they can go to explore and complete different activities e.g. Maths area, book corner etc. - Children remember to use resources in certain ways, safely and appropriately. - Children remember that they will need to take turns when they use resources. - Children remember that if they persevere with an activity or resources they will eventually achieve their goal.
Develop their sense of responsibility and membership of a community.	- Children know what a community is. - Children know that there are different types of communities that they are involved with and a part of. - Children know that they can find support from these communities they are a part of. - Children know they have unique qualities and strengths that they can bring to their community.	- Children help with regular jobs in the classroom such as collecting the register names, wash up snack and paint bowls etc. - Children do specific jobs for the garden such as carry toys out to the garden and are responsible for bringing them inside again, ringing the bell at the end of garden time. - Children take responsibility for the resources they use such as Children	- Children remember that they will need to take it in turns to carry out special jobs in the classroom. - Children remember how to carry out different job roles and what the different jobs entail. - Children remember what their personal property is and treat these items with respect. - Children remember they are part of various communities.

	- Children know that they are part of a team in their class and that teams work together to help each other. - Children know that they will all have different roles that they can carry out to be part of their class team.	- carry boxes of toys as a team to units and cupboards etc. .Children take responsibility for their own personal belongings. - Children visit key buildings such as churches and libraries and walk around the local area.	
Become more outgoing with unfamiliar people, in the safe context of their setting.	- Children know to be welcoming to new children to the classroom/nursery. - Children know that there are boundaries with greeting new people into nursery. - Children know the difference between not talking to strangers in the street and understanding that grown-ups who come into the nursery are safe to talk to. - Children know that they can ask questions to safe people who come into nursery. - Children know that people who come into nursery have different jobs to carry out to help everyone in the nursery.	- Children are interested in new people in the setting. - Children can talk directly to new people and ask them questions. - Children demonstrate intrigue and interest in what specific people are doing in the nursery e.g. PAT testing people checking safety of electrical equipment in the classroom. Children may ask him what he's doing. - Children ask questions to people who come into the setting e.g. "what are you doing?" - Children listen to adults who come into nursery to talk about their jobs e.g. firefighters and police officers talking to children about their careers.	- Children remember that new peers will need support to feel welcomed. - Children remember the difference between strangers and safe people who come into the nursery setting. - Children remember that everyone has different jobs and roles to play and that they can ask these people questions to find out more about their careers and responsibilities. - Children remember it's safe to talk to new grown-ups who are invited into the nursery to come and help with the children and teachers.
Show more confidence in new social situations.	- Children know that they are unique and important. - They know that their opinions, thoughts and ideas count and are valued. - Children know they are safe and secure to try new things in nursery. - Children know that new social situations can be exciting. - Children know that new social situations can often lead to enjoyable experiences.	- Children build confidence in speaking in front of their peers and adults. - Children experiment with new social interactions to build their confidence. - Children share their experiences, thoughts and ideas at news time. - Children build their confidence to talk to new safe adults who come to nursery. - Children approach new situations rather than shy away from them and need a decreasing level of adult support as they progress.	- Children remember strategies that help them to be brave e.g taking a deep breath, count to 10 etc. - Children remember that it is okay if an interaction doesn't go as well as they hoped and they can carry on persevering with this. - Children can recall these new experiences or situations to past interactions they've had. - Children can build on previous experiences to continue to build up their social skills with others. - Children remember that their safe adults in the classroom will give

			them the encouragement they need in new social situations.
Play with one or more other children, extending and elaborating play ideas.	- Children know that they can play with other children in the room and in the garden. - Children know who their friends are. - Children including other children can extend and enrich their play. - Children know that they can use their talk and actions to build up play scenarios with their peers.	- Children talk to their peers within play situations. - Children respond to and expand on ideas that their peers make to build up story lines further. - Children initiate collaborative play with an increasing range of children. - Children use their imagination to create their own stories with their peers.	- Children recreate stories that they have learnt within their play with their peers. - Children remember that their peers' ideas and their own are valuable. - Children remember that it's okay for their play to go in a different direction than was originally intended. - Children remember the way that adults model playing with others and use similar language within their own play. - Children remember to listen to their peers when they contribute ideas and dialogue within play situations.
Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	- Children know that sometimes they will have different ideas and wants to their peers. - Children know that conflicts can be resolved through talk rather than with their hands or other methods. - Children know that sharing is important part of collaborative play.	- Children voice their ideas for solutions to conflict. - Children listen to their peers as they make suggestions. - Children use votes and other forms of solution strategies to negotiate problems. - Children know they can ask an adult to mediate in a conflict. - Children need a decreasing level of adult support to help mediate and oversee these conflict resolutions.	- Children remember to ask an adult for help if they are struggling to find a resolution together. - Children remember to use their speech to express their opinions and concerns with their peers rather than resorting to other methods. - Children remember it's good to take turns and to share.
Increasingly follow rules, understanding why they are important.	Children understand that there are rules to help everyone stay safe, learn, have fun and look after their environment.	- Children offer ideas for class charters and rules at nursery. - Children follow rules that are set out for them.	- Children remember the different rules that they need to follow. - Children can explain why they have to follow different rules.
Do not always need an adult to remind them of a rule.	- Children know that the different rules that exist in the setting. - Children know that they can take responsibility for their own behaviours.	- Children praise each other when they see others following the rules. - Children remind each other to follow the rules.	- Children remember that visual aids can help them to follow rules. - Children learn to remember the rules and the behaviours that are expected of them as part of second nature.

Develop appropriate ways of being assertive.	- Children know that there is a difference between right and wrong. - Children know that it is okay to stand up for themselves and others if they are not being treated as they should be.	- Children use their speech and actions to express when they do not like something e.g. 'stop it please, I don't like it.' - Children stand up for their peers when they see them being treated unfairly.	- Children remember that it takes bravery and courage to stand up for themselves, their peers and their environment. - Children remember how to use their voice and actions well to articulate when they see someone or something not being treated correctly. - Children remember that there is a difference between telling tales and helping their peers to learn from their actions.
Talk with others to solve conflicts	- Children know that they can use forms of speech to dissolve tension and find solutions to conflict. - Children know that they will need to listen to their peers as well as offer ideas to find a solution.	- Children voice their ideas for solutions to conflict. - Children listen to their peers as they make suggestions. - Children use votes and other forms of solution strategies to negotiate problems.	- Children remember to use their speech to express their opinions and concerns with their peers rather than resorting to other methods. - Children remember to listen to their peers as they make suggestions for a solution.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	- Children know that there are different emotions that they experience. - Children understand that it is okay to experience and feel these different emotions. - Children know that they can talk to their adults about their feelings in a safe environment.	- Children can identify different feelings that they experience. - Children talk to their peers and adults about how they are feeling. - Children can use signs to help them express how they are feeling if they cannot always express these feelings within speech.	- Children remember why they experience these different feelings. - Children remember strategies to help them work through difficult feelings that they experience. - Children remember that they don't have to face these feelings on their own and that their adults will help to support and comfort them.
Begin to understand how others might be feeling.	- Children understand that their peers will experience different feelings. - Children understand that some individuals will find it more difficult to express their feelings. - Children know that they can support their peers with their feelings. - Children understand that characters experience different feelings within stories.	- Children identify feelings that their peers experience. - Children show empathy to their peers when they experience hard emotions. - Children can offer their peers support and comfort when they are feeling sad. - Children identify and talk about feelings characters in stories experience.	- Children remember different ways they can help to cheer their peers up when they are feeling sad. - Children remember that they may need to give their peers time and space to experience and work through tricky emotions. - Children remember to find an adult for help if they see a peer is sad. - Children remember and explain why characters in stories experience certain feelings.

PHYSICAL DEVELOPMENT

END POINT	KNOW	DO	REMEMBER
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	- Children understand that they need to use scooters, trikes, bikes and balls safely. - Children understand that they need to look after this equipment carefully so that they can develop their physical skills.	- Children practise riding bikes, scooters and trikes. - Children practise throwing and catching balls with a peer.	- Children remember the safety rules that apply when using a bike/trike/ scooter e.g. looking ahead to check they're not going to run into somebody! - Children remember hand positions when they want to throw or catch a ball.
Go up steps and stairs, or climb up apparatus, using alternate feet.	- Children know that steps are for walking up and down to reach a higher or lower destination. - Children understand that steps need to be used carefully and safely.	- Children practise walking up and down the steps. - Children practise climbing trees and apparatus.	Children remember how to walk up or down the steps sensibly and safely.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Children understand that they can use their bodies to practise balance and form in different ways.	- Children practise balancing on one leg. - Children practise hopping and switching between balancing on different legs.	- Children remember that they can travel around a room/ garden in many different ways. - Children remember the practises they need to balance e.g. focus, breathing etc.
Use large-muscle movements to wave flags and streamers, paint and make marks.	Children know that they can use gross motor arm movements to create shapes and markings with streamers, paint and mark making implements.	- Children use large – muscle movements with streamers and flags. - Children draw on big pieces of paper or on the floor with paint and mark making implements to practise drawing using gross motor skills.	Children remember they can use their arms to make gross motor movements.
Start taking part in some group activities which they make up for themselves, or in teams.	- Children know that there are lots of outdoor games that they can play with their peers. - Children know that they can use outdoor spaces for running games. - Children know they can use the surrounding environment to support the games that they play.	- Children participate in group games such as duck, duck, goose; What's the Time Mr Wolf, Stuck in the Mud, Hide and Seek etc. - Children demonstrate running, climbing, balancing and crawling skills within these group games.	- Children remember the rules that apply to different group games. - Children use concepts and rules from games they already play to make up their own games.

Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	- Children know that they can make their bodies move to accompany a piece of music. - Children know that they can use different parts of their body to create movement in dance form.	- Children move their bodies to music that is being played. - Children may be able to move their bodies in time to a given beat within a piece of music. - Children create different shapes and actions with different body parts e.g. leg kicks or arm spins etc.	- Children remember sequences and patterns of movements that create dances. - Children remember that music has a beat that can be danced to. - Children associate different dance movements and sequences of movement with different songs e.g. Shake the sillies out has specific dance steps etc.
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.	- Children know that there are many different ways that they can travel. - Children know that they need to use apparatus carefully and safely when they travel across it.	- Children can climb trees safely. - Children can crawl through tunnels. - Children walk or crawl along planks. - Children demonstrate skills of using hoola hoops and stilts.	- Children can remember which forms of travel suit the various apparatus that they use. - Children can remember and follow the safety rules in using different apparatus.
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.	- Children know that there are different tools that are suitable for different jobs e.g. rakes for sweeping leaves, spades for digging holes etc. - Children understand that they need to use these tools and resources carefully when they handle them.	- Children use spades to dig holes. - Children can sweep garden patios with brooms. - Children can use a dustpan and brush to sweep up rubbish from the floor. - Children can use different washing scrubs to clean tables, paint pots etc.	- Children remember that different tools suit different purposes. - Children remember techniques that are effective in manipulating and using different tools. - Children remember how to use these tools safely.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	- Children understand that they need to look after their bodies when they lift and move items. - Children know that they need to work as a team to carry heavier items.	- Children give each other instructions when they move large items together. - Children check to see if they pathway ahead is clear for them. - Children carry large items together with a group of peers.	- Children remember the safety rules as they work together e.g. bend their knees to protect their backs etc. - Children remember the importance of talking to each other as they work together.
Use one-handed tools and equipment, for example, making snips in paper with scissors.	- Children understand that tools will need to be used in different ways. - Children understand that these tools have different functions.	- Children use scissors to cut materials. - Children press levers to make hole punchers and staplers work.	- Children remember how to use these tools safely. - Children remember the functions different one – handed tools do and effects they make.
Use a comfortable grip with good control when holding pens and pencils	- Children know that they can use pens and pencils to make marks. - Children know that there are different hand grips which will offer them different amounts of control.	- Children use a tripod grip near the tip of the pencil/ nib of the pen to have good control. - Children practise fine motor skills such as threading pasta or beads to	- Children remember how to hold pens and pencils correctly when they mark make. - Children remember to hold the pencil near the nib of the pen rather than at the bottom of it.

		help them develop the skills they need to hold a pen correctly.	
Start to eat independently and learning how to use a knife and fork.	Children know that they can eat plates of food with a knife and fork.	- Children hold knives and forks in their hands. - Children begin to learn how to use knives to chop food and how to use forks to pierce food.	- Children remember which hand the knife and fork go in. - Children remember how to use eating implements safely. - Children remember to bring forks to their mouths rather than letting their heads drop to the plate.
Show a preference for a dominant hand.	Children understand they may have a hand that they use more to complete different tasks.	Children use one hand more consistently to complete mark making etc.	Children remember to use a stronger preferred hand when they write and draw.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	- Children know that it is important for them to increasingly take responsibility for their own dressing routines. - Children know which clothes are suitable to wear in different weathers. - Children know that when they become wet they need to change into dry clothes. - Children understand that when they go into the garden they will need to put on extra layers in Autumn and Winter.	- Children increasingly have a go at taking trousers and pants off if they need to change. - Children practise putting tops, trousers. Skirts. Leggings on etc. - Children have a go at doing up their zips on their coats. - Children practise putting coats on floor, putting arms into sleeves and flipping the coats over their heads.	- Children remember to bring the mouth of the zip to the bottom of the coat zipper line. - Children remember to pull zips in an upwards direction to pull coat up. - Children remember order of putting new clothes on e.g. pants and then trousers. - Children increasingly remember that labels need to go at the back and that pictures go at the front even but they may not learn this straight away.

LITERACY			
END POINT	KNOW	DO	REMEMBER
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	- Children know that stories and words that they see in the environment around them have meaning. - Children understand that print can have different purposes e.g. informing, describing, instructing, story-telling etc. - Children know that print in text is read from left to right and top to bottom. - Children understand that there are different parts to books.	- Children can identify words and print in their environment around them. - Children can use their fingers to follow along with words in sentences even though they may not be able to read them. - Children can find page numbers in books. - Children can find titles, blurbs, authors etc on covers in books. - Children can turn pages in books carefully.	- Children remember what the different parts of the books are and where they are found. - Children remember that we read English texts from left to right and top to bottom. - Children remember that print has meaning. - Children remember the right way to hold books up. - Children can remember the different types of books and texts that are available to them e.g recipe books, stories, non – fiction etc.
Develop their phonological awareness, so that they can: - spot and suggest rhymes – count or clap syllables in a word – recognise words with the same initial sound, such as money and mother	- Children understand that there are many different sounds in our environment. - Children understand that words are made up of different sounds that are blended together. - Children know that different groups of words start with the same sound. - Children know that they can segment (break down) parts of words to find out how many syllables they have.	- Children can identify different sounds that they hear in their environment. - Children can talk about different sounds they hear in the environment around them and use vocabulary to describe what their sound is like e.g. loud, quiet, scratchy, booming, whispering, high, low, echoey etc. - Children can identify words that start with the same sounds. - Children can spot rhymes they hear in songs and stories. - Children can count or clap out the number of syllables in words. - Children complete games such as silly soup to help them identify and suggest words that rhyme. - Children sort and match objects that start with the same sound.	- Children remember that sounds come from different places in the environment around them. - Children remember that words will start with different sounds and that some words will start with the same sounds. - Children remember that they can match words that start with the same sound by listening to the type of initial sound that is made from the beginning of the word and they can then match them together. - Children remember that words some word combinations sound similar and other word combinations sound different. - Children remember strategies they can use to break down sounds in words to find out how many

			syllables they have e.g. clapping them out. Children may begin to remember sounds that are accompanied with different letters.
Engage in extended conversations about stories, learning new vocabulary.	- Children know that stories can spark their critical thinking, ideas, thoughts and opinions. - Children know that stories provide a wealth of information and an extensive bank of new, rich and wonderful vocabulary.	- Children predict what might happen next in stories. - Children can talk about feelings characters experience in books. - Children give their opinions of books they've just read: did they like it or dislike it? - Children give explanations for why they liked or disliked their book or what their favourite part was. - Children can make connections between events that happen in stories and talk about their own similar life experiences. - Children repeat new vocabulary they have heard and listen to explanations about what these new words mean.	- Children remember qualities and actions of characters in stories when they reflect on their personas. - Children can sequence the order of events that occur in stories. - Children remember to give reasons for their opinions of stories. - Children remember phrases they can use to talk, discuss and debate about stories. - Children remember new words they learn and their meanings. - Children use these new vocabulary they have learnt from stories within their speech, play and discussions.
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; write 'm' for mummy	- Children know that words are made up of letters. - Children know that they can find letters in words in the environment around them. - Children know that they can represent letters and words in their mark making, whatever it may look like at their stage of development. - Children know that print has meaning and writing is used in every aspect of life e.g. going shopping, travelling etc. - Children know that they can use writing for a purpose, to communicate with others and that they can also write for fun.	- Children trace over letters with their fingers to learn the shape and formation of them. - Children practise making letters in the air with their finger. - Children explore making marks in multi – sensory materials as well as using writing tools e.g. making letters in flour, mud, dry rice etc. - Children use writing and mark making within their role play games e.g. writing train tickets, writing posters for role play areas, shopping lists, concert programmes etc. - Children use tools to have a go at writing letters and completing mark making.	- Children remember that words are made up of different letters. - Children begin to remember the sounds that accompany these different letters. - Children remember movements they need to make with their hands and fingers to recreate formations of letters. - Children begin to remember the shape and formation of different letters and represent these within their mark making and writing. - Children remember the direction of making these letters and instructions for writing them. E.g. For lower case b 'start at the top, draw a straight line all the way to

		- Children start to find letters in the environment that they can use to copy when they write their own letters. - Children make different shapes and marks to represent different letters.	the bottom, bounce up to the middle and draw a curved line to the bottom of your b.'
Write some or all of their name.	- Children know what their name is. - Children know that their name is made up of a combination of letters.	- Children can identify their written name e.g. on their pegs, their registration names, in labels on their clothes etc. - Children trace letters in their name to begin with. - Children can use mark making tools to write some or all of the letters in their name. - Children can write their name to label their pieces of work.	- Children remember what letter their name starts with. - Children remember some or all of the letters in their name. - Children remember the hand and finger movements they need to create to make their letters. - Children remember the instructions to writing the letters in their name. - Children remember that they can write their name on their pieces of work so that they take ownership of their learning.
Write some letters accurately.	- Children know that they can represent letters and words within their writing. - Children know that they can use writing for a purpose, to communicate with others and that they can also write for fun. - Children know that they can use letter resources and letters in the environment to help them write their own letters.	- Children find letters in the environment that they can use to copy when they write their own letters. - Children use different mark making tools to write letters. - Children use writing and mark making within their role play games e.g. writing train tickets, writing posters for role play areas, shopping lists, concert programmes etc. - Children write a string of letters together to form key words.	- Children remember that words are made up of different letters. - Children begin to remember the sounds that accompany these different letters. - Children remember where to find letter resources in the environment to help them write their own letters and words. - Children remember movements they need to make with their hands and fingers to recreate formations of letters. - Children remember the instructions for writing them. E.g For lower case b 'start at the top, draw a straight line all the way to the bottom, bounce up to the middle and draw a curved line to the bottom of your b.'

MATHEMATICS

END POINT	KNOW	DO	REMEMBER
Fast recognition of up to 3 objects, without having to count them individually ('subitising').	- Children know that objects, animals and people can be counted. - Children know that numbers represent groups of objects. - Children have secure knowledge and understanding of the oneness of one, twoness of two and threeness of three. - Children know that one object represents the number one, two objects represent the number two and three objects represent the number three.	- Children spot different arrangements for groups of up to three objects. - Children spot groups of up to three objects in books, posters and real-life object contexts.	- Children remember numbers 1 – 3. - Children remember what different arrangements and groups of 1 – 3 objects look like. - Children remember that items, animals and people can be identified in groups of up to three in different contexts e.g. three people on the swing, 1 bear in the cave, 2 apples in the bowl etc.
Recite numbers past 5.	- Children know that there are numbers that exist beyond 5. - Children know that there is an order for numbers beyond 5.	Children recite numbers 1 – 10 within their play, in formal group times and other contexts.	Children remember the correct order that numbers ascend in from 1 – 10.
Say one number for each item in order: 1,2,3,4,5	Children know that objects can be counted.	- Children count out groups of objects and match each object to a number for groups from 1 – 5 items. - Children use their pointing finger to count out the items slowly and accurately.	- Children remember the correct order that numbers ascend in for 1- 5. - Children remember to count groups of items slowly so that they don't miss an item out. - Children remember to double check their counting if they are unsure of the total number of items.
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	- Children know that total groups of objects can be found.	- Children use their fingers to count up the total number of objects there are in a group. - Children stop counting when they reach the last object rather than carrying on saying numbers!	Children remember to stop counting when they reach counting out each item in a group.
Show 'finger numbers' up to 5.	Children know that they can represent numbers on their fingers.	Children sing songs in which they hold up their fingers to represent numbers.	Children remember that there isn't one set way to show a number on

		Children learn different ways of representing numbers on their fingers.	their fingers but they can do so in lots of ways. Children remember different number formations using their fingers.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	- Children know that numbers are represented in numerals. - Children know that numerals can be attached to matching equivalent groups of objects.	- Children identify numerals 1 – 5 in books, posters, on resources and in the environment around them. - Children match numbers and numerals to groups of up to three objects.	- Children remember which numerals represent each number for 1 – 5. - Children remember how to match numerals to groups of objects by counting up the number of objects and identifying the numeral that is needed to represent the number.
Experiment with their own symbols and marks as well as numerals.	- Children know that they can represent numbers by writing numerals themselves. - Children know that they can represent groups of objects and record their counting using marks, pictures and symbols.	- Children practise writing numbers. - Children write numbers within purposeful contexts and role play e.g. writing numbers for quantities in recipes or prices in the harvest market role play area. - Children make tallies with their peers to complete data collection within their play and for their interests e.g. Finding out how many people liked different toppings for porridge etc.	- Children remember hand and finger movements they can use to recreate different numerals. - Children remember the formation of different numerals for numbers. - Children remember different ways of collecting data e.g Pictorial tables, tallies etc.
Solve real world mathematical problems with numbers up to 5.	- Children know numbers 1 – 5. - Children need to be able to do 1:1 correspondence with counting. - Children know that there are real life mathematical problems that need to be solved. - Children know that they need to share toys in a group. - Children need to know simple mathematical language.	- Children are able to use maths in action e.g. within the role play area, garden. - Children use addition and subtraction skills in real life situations. - Use number rhymes to help them solve real life problems. - Use numicon, number lines, mark making etc to help them solve real life problems. - Children share fruit, milk, cups, toys, chairs within free play, snack times and lunch times. - Children investigate possible solutions to mathematical problems.	- Children remember how to explain how to share toys with their peers. - Children independently share toys, cups, fruits in free play and snack time. - Children use mathematical language to solve problems. - Children remember how to use mathematical resources to help them solve problems. - Children remember how to record results. - Children remember how to use props alongside mathematical rhymes to solve problems. - Children remember to apply their knowledge to share resources within the role play area and across the nursery.

Compare quantities using language: 'more than', 'fewer than', 'less', 'same amount'.	- Children know that there are bigger groups and smaller groups of objects. - Children know language they can use to describe different amounts e.g. 'more than, fewer than' etc. - Children know when there are the same amount of objects across two groups or more.	- Children identify larger quantities and smaller quantities of objects. - Children practise using language to compare quantities e.g. more than, fewer than etc. - Children use language of comparison for quantities within their play, formal learning, cooking etc.	- Children remember that one group of objects will have more items than another group and that there is language they can use to distinguish between these groups. - Children use these mathematical terms within real life situations such as asking for more blocks. - Children remember they can use their fingers and marks to work out differences in quantities.
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	- Children know that there are 2D and 3D shapes that are present all around us. - Children know that they can use vocabulary to describe the properties of these shapes.	- Children identify 2D and 3D shapes when they use them within construction, puzzles, creative work, spot them in the surrounding environment etc. - Children describe shapes using language to describe how many sides and corners they have and whether they have straight or curved sides. - Children explore the differences and similarities between shapes.	- Children remember the differences and similarities between 2D and 3D shapes. - Children remember the names for different shapes. - Children remember the meaning of mathematical language to describe shapes.
Understand position through words alone – for example, "The bag is under the table," – with no pointing.	- Children know vocabulary can be used to describe positions of people, objects etc. - Children know how to follow instructions. - Children need to see and follow visual instructions first.	- Children explore the concept of prepositions physically though using toys and giving instructions to their peers using objects to help them learn these prepositions. - Children use positional language to describe where objects and people are.	- Children can remember the locations of where different objects are. - Children can describe the position of an object. - Children can give an instruction to somebody else regarding position.
Describe a familiar route	- Children know that a route has a beginning, middle and an end. - Children know that a real map/ satnav gives them a route.	- Children use directional language to explain a route. - Children need to go on familiar routes e.g to the shops, to nursery, park etc. - Children complete obstacle courses.	- Children can remember the route from their house to nursery. - Children make story maps to represent where characters go. - Children remember how to make maps to explain a route. - Children explain how to get from A and B.

		Children make maps/ treasure maps that they can use to follow a route.	Children remember simple directional language: through, over, behind, next to.
Discuss routes and locations, using words like 'in front of' and 'behind'.	- Children know that a route has a beginning, middle and an end. - Children know that a real map/ satnav gives them a route.	- Children use directional language to explain a route. - Children need to go on familiar routes e.g to the shops, to nursery, park etc. - Children complete obstacle courses. - Children make maps/ treasure maps that they can use to follow a route. - Children use directional language within small world play and role play scenarios.	- Children can remember the route from their house to nursery. - Children remember simple directional language: through, over, behind, next to. - Children make story maps to represent where characters go. - Children remember how to make maps to explain a route. - Children explain how to get from A and B. - Children use directional language within small world play and role play scenarios.
Make comparisons between objects relating to size, length, weight and capacity.	- Children know that objects can vary in size, length, weight and capacity. - Children know the difference between size, weight, length and capacity.	- Children order objects in order of size. - Children measure objects using rulers and other objects to find their length. - Children explore using scales to weigh objects. - Children use jugs of water to explore the capacity of different objects.	- Children remember terminology to describe objects according to their size, weight, length and capacity.
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	- Children know they can use shapes for a purpose. - Children know different shapes suit different tasks. - Children know that shapes have different properties. - Children make links between shapes they've seen in the environment around them.	- Children use shapes to craft activities to represent people, objects and animals. - Children use shapes to build their own constructions. - Children plan and design their work to suit different shapes etc.	- Children remember that properties of shapes make them useful for different tasks. - Children can remember to identify the different shapes they use within tasks and activities. - Children remember to be resilient and to try using other shapes within their work to reach an outcome.
Combine shapes to make new ones - an arch, a bigger triangle etc	- Children know they can use shapes for a purpose. - Children know different shapes suit different tasks. - Children need to know properties of different shapes.	- Children use shapes to build their own constructions. - Children talk about the shapes as they use them in their constructions.	- Children remember that properties of shapes make them useful for different tasks. - Children can remember to identify the different shapes they use within tasks and activities.

	Children know how to join objects together.	- Children notice shapes in the environment that they can use within tasks. - Children put objects together to create a new outcome.	
Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	- Children know that they can find patterns in lots of various places in the environment around them. - Children know that patterns consist of various shapes or repeating objects, shapes or colour.	- Children identify patterns in the environment around them. - Children use language to describe what these patterns contain or consist of. - Children explore books and stories about patterns and shapes e.g. Elmer, The Tiger who came to Tea. - Children explore patterns from different cultures e.g. rangoli, mendhi etc.	- Children can remember and talk about patterns they have observed in the environment around them. - Children remember the different patterns they spotted within stories. - Children remember the patterns that belong to different animals in small world play.
Extend and create ABAB patterns – stick, leaf, stick, leaf.	- Children know that repeating patterns are made up of two or more duplicated colours, shapes or objects that are aligned next to each other. - Children know that they can extend an existing pattern if they copy the structure of the previous objects/ colours/ pictures etc.	- Children draw or paint their own patterns using different writing mediums. - Children collect and sort a group of objects to create their own repeating pattern. - Children can add colour, shapes, markings or objects to an existing pattern to extend it. - Children say the criteria that make up the repeating pattern as they create it e.g. 'red car, blue car, red car, blue car' etc.	- Children remember the order of patterns that they create. - Children remember that they can make repeating patterns in various ways and in different contexts. - Children make patterns independently within their play.
Notice and correct an error in a repeating pattern.	- Children understand the importance of checking their work to see if they need to change anything they have done. - Children need to know what a pattern is.	- Children say the criteria that make up the repeating pattern as they study it e.g. 'red car, blue car, red car, blue car' etc. They can then see from this approach if there are any mistakes that need fixing. - Children spot errors in repeating patterns.	- Children have remembered the correct order and features of the pattern and use this knowledge to fix the error in the pattern. - Children remember to double check their work to see if the pattern has been fixed and to see if they can spot any more mistakes.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Children know that there is a routine of the day whether at home or at nursery.	- Children explore and follow visual timetables. - Children use and follow now and next boards.	Children predict what will come next in the routine.

	• Children know that they can use words to describe different parts of a day, routine or event.	• Children can identify the beginning, middle and end of stories.	• Children remember the order of events that occur in books that they read and learn. • Children remember words that describe the chronology of time. • Children make storyboards for topic books and can retell these stories to a grown up or peer. • Children role play a sequence events either from real life situations or from stories.
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UNDERSTANDING THE WORLD

END POINT	Know	Do	Remember
Use all their senses in hands on exploration of natural materials.	- Children know that they can hold, touch, prod, squeeze, roll, smell, look at etc different natural materials to learn about them. - Children know that they can access natural objects to study in the 'natural area' of the classroom as well as in the garden.	- Children explore objects in different environments around them by: looking at them, touching them, smelling them, listening to them (and in some appropriate cases tasting them!) - Children use equipment such as magnifying glasses and identification boards/books to study the objects they find in greater depth. - Children go on treasure hunts to collect natural objects in the garden.	- Children remember how to handle natural objects carefully and safely to keep themselves and the objects safe. - Children remember that they can use their senses to make fascinating discoveries about the objects that they find or study. - Children remember that it's important to leave lots of natural objects in the environment once they have finished studying them to help the creatures and plants that live there.
Explore collections of materials with similar and/or different properties.	- Children know that there are different types of natural environments that they can find objects in e.g. woods, beach etc. - Children know that objects that have similar properties have something in common about their appearance, touch, sound or smell which links them together.	- Children talk about the various natural environments the different objects come from. - Children talk about the similarities and differences they spot between natural objects. - Children use equipment such as magnifying glasses and identification boards/books to study the similarities and differences of the objects they find.	- Children remember that they can use their senses to compare the similarities and differences of natural objects. - Children sort objects into groups to match up similarities and/ or differences between them. - Children use hoops, venn diagrams or charts to record similarities and differences they discover between different objects.
Talk about what they see, using a wide vocabulary.	- Children know that they can articulate their observations about natural objects with adults and their peers. - Children know that they can talk about the ideas and predictions of features of natural objects in a safe space with their peers. - Children know that they can look at books to find out more	- Children share their remarks and findings about natural objects they study and collect with each other. - Children can make observational drawings of natural objects they find to give them an opportunity to talk about their features. - Children complete tests and investigations together or individually to find out more information about natural objects.	- Children remember results they have found from investigations they have carried out for different objects e.g. which objects sank or floated etc. - Children remember that they can talk to adults or use books to find out more information about natural objects they study or to find different words they can use to describe them.

	information about natural objects that they study.	Children look at books to find out more information about the natural objects they explore.	Children remember to use their senses to help them to talk about the objects they study.
Begin to make sense of their own life-story and family's history.	- Children know that they belong to a loving family/ foster family unit. - Children know who the special people are in their lives that they love and feel safe with. - Children know that they came into the world as babies and have been growing and changing ever since!	- Children talk about how they have grown and changed since they were a baby. - Children look at pictures of themselves and their families/ foster families with adults and their peers. - Children draw pictures of their family/foster family unit.	- Children remember special times and events that they have had with their family/foster family and talk about these times with adults and their peers. - Children remember the names of different people in their families and how they are related to them. - Children remember they are important and loved within their family/foster family unit.
Show interest in different occupations.	- Children know that people have different jobs and careers. - Children know what people do within their different occupations. - Children know what occupations members of their family have.	- Children role play working in these different job roles with their peers e.g doctors, fire-fighters, vets, postal workers, shop – keepers etc. - Children listen to guest speakers who come to tell the children about their jobs and ask them questions about what they do. - Children look at books/ online resources to find out about different occupations people have.	- Children remember that everyone's jobs are important and that we need all of these jobs to provide a happy and safe community of people. - Children remember what responsibilities, jobs and skills are needed and used in different occupations. - Children remember that men and women can and should choose what jobs they want to do based on what they are passionate about.
Explore how things work.	- Children know that some objects have a cause and effect. - Children know they can manipulate objects to make them work.	Children push, pull, press, lift, drag, attach, detach different levers, buttons and objects to see how they work.	- Children remember which actions suit particular objects to give a desired outcome. - Children remember to handle objects with care when they explore different ways of making them work.
Plant seeds and care for growing plants.	- Children know that plants are living things just like us. - Children know that they need to do special jobs to help look after plants and help them to grow.	- Children plant their own seeds. - Children water, prune and care for plants in their care. - Children can name different parts of the plant that they are looking after. - Children name different plants that they study and plant.	- Children remember that plants need sunlight, water and nutrients to help them to grow. - Children remember to daily tend to and care for their plants. - Children remember names and features of different plants that they study and plant.

		Children use books/ online resources to research facts and gardening tips about plants that they're growing.	Children remember characters from stories that looked after plants and what they did to help their plants grow e.g. The Enormous Turnip, Titch etc.
Understand the key features of the life cycle of a plant and an animal.	Children know that a life cycle of a plant and animal carries on in a continuous circle from birth to growth to reproduction.	- Children help to carry out investigations, watching life cycles in real form. - Children study books/ online resources that explore concepts of life cycles e.g. The Teeny Weeny Tadpole, The Very Hungry Caterpillar etc. - Children make drawings of animals and plants at different stages of their life cycles. - Children talk about changes that they see during life cycle processes.	- Children can name and order the different stages of life cycles for plants and animals. - Children remember the similarities and differences between various life cycles. - Children remember to take care of animals and plants that they are studying as part of their life cycle investigation.
Begin to understand the need to respect and care for the natural environment and all living things.	- Children know that there are lots of different species of animals and different types of habitats on our planet. - Children know that we need to look after plants and trees to take care of our planet. - Children know that animals also need taking care of. - Children know that as humans we can make sad choices that hurt our planet which needs to change.	- Children help to look after pets that belong to the nursery. - Children help to keep the nursery gardens clean to look after the birds and wildlife that visit there. - Children role play being scuba divers, vets, gardeners, zoo keepers etc to look after the animals and to keep their habitats clean. - Children look at non – fiction books/ online resources to find out information about different animals and habitats on our planet.	- Children remember ways that they can 'be green' so that they can look after the planet. - Children remember that all creatures need looking after, no matter how big or small they are. - Children remember how to look after gardens and plants in wild spaces.
Explore and talk about different forces they can feel.	Children know that a force has energy and this energy can have an impact on objects in different ways.	- Children explore changing forces of different objects. - Children carry out practical investigations to see what forces are present and how they change. - Children talk about what they discover in these investigations.	- Children remember how their actions affected objects and their forces. - Children repeat these actions at a later date to further investigate how these forces can change. - Children remember that different properties of materials and objects can affect how they respond to different forces being put on them.

Talk about the differences between materials and changes they notice.	• Children know that materials have different properties. • Children know that materials can change in appearance, smell, taste and texture. • Children know that their actions can affect changes to materials.	• Children explore the properties of different materials within practical investigations. • Children explore cooking, baking and melting with different materials and ingredients to see what changes occur with them. • Children talk about the changes that they see happen to these materials. • Children record the changes they see occur in the form of drawing as well as through talk.	• Children remember the different properties various materials have. • Children remember the steps that are involved in changing features of materials within different processes. • Children remember that they can record their findings in charts or diagrams to record differences between materials.
Continue developing positive attitudes about the differences between people.	• Children know that they are all special and that their likes, dislikes, feelings, hopes, passions, opinions, heritage, backgrounds and appearances make them all unique. • Children know that we are all different and that we can celebrate our differences. • Children know that they also share similarities with their peers.	• Children talk about similarities they share with their peers as well as characteristics that make them different in a positive environment where diversity is celebrated. • Children look at books to learn about differences and similarities they share with others. • Children learn about and participate in different celebrations and festivals throughout the year.	• Children remember to be respectful, inclusive and kind to their peers. • Children remember that differences between their peers are not a threat but each contribute to their identities and are to be celebrated, accepted and respected. • Children remember events that occur within different festivals they learn about.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Children know that they live in England and that there are lots of other countries that exist! • Children who speak English as an additional language can talk about their second home country as well. • Children know that our world is made up of lots of different and wonderful countries.	• Children share photos of different countries or places they've visited with adults and peers. • Children look at books and online resources to learn about different countries. • Children participate in role play scenarios to help them learn about different countries e.g safari, outback walk etc.	• Children remember smells, sights and sounds of different countries they have visited and talk about what they did there. • Children may begin to talk about the similarities and differences of different countries that they have studied.

EXPRESSIVE ART AND DESIGN

END POINT	Know	Do	Remember
Take part in simple pretend play, using an object to represent something else even though they are not similar.	- Children know that they can take on a role within their play to act out from family member, character from a story or people in different occupations. - Children know that they can use objects to support their role play and to build up their characterisations or stories.	- Children take on roles/ characters in their independent play and play with their peers. - Children use objects from the natural environment to build up their imaginative games. - Children talk about ways they use natural objects within their role play with their peers and adults.	- Children remember what objects they need to use in their games to help them represent their characters or specific actions/events that occur in their stories. - Children remember which natural objects worked well within their role play scenarios so that they use them again in future role play games.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Children know that they can play independently or with their peers to make up stories with small world sets and equipment.	- Children play independently or with their peers to make up stories with small world figures. - Children look at books that are put out with the small world sets to inspire them with developing their imaginative play and story narratives. - Children hold different small world characters and talk on these characters' behalf to create and extend their own story.	- Children use small world equipment and sets to make up stories that they have read and studied. - Children remember important events and daily routines in their lives and rein-act these out using baby dolls and people figures in a dolls house. - Children remember sounds, actions, characteristics of different animals they have studied and incorporate these into their play with small world animal figure sets e.g making sounds, presenting actions of African animals, arctic animals, hibernating animals when they play with small world habitat scenes.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	- Children know that they can use different types of construction blocks to create their own small worlds. - Children know that they have to attach pieces in certain ways to create transportation paths e.g roads, train tracks etc.	- Children use construction blocks to create their own small worlds. - Children talk about small worlds and buildings they have made out of different types of construction. - Children make their own train tracks and roads using different toys or even natural materials.	- Children remember how to join and connect different pieces together to create their small world sets or buildings. - Children remember which shapes were useful and effective to make the different parts of the buildings/ small world sets within their construction work.

		Children look at pictures of different buildings/ small world sets to inspire them when they create their own representations of them.	Children remember features of places and buildings that they have visited (post lockdown!) and represent these within their construction work.
Explore different materials freely, in order to develop their ideas about how to use them and what to make.	- Children know that they can use different materials in order to represent people, animals, objects, places and more. - Children know that using tools on materials can affect the way that they look. - Children know that they need to use different tools and objects to help join materials together. - Children know that they can combine materials together to create representations rather than always sticking to using just one type of material.	- Children explore using materials within their creative learning. - Children talk about materials that they use in their artwork – appearance, sound, texture etc. - Children talk about what they are making throughout the creative process. - Children talk about how they adjust their ideas throughout the creative process.	- Children remember which materials worked well for specific tasks. - Children remember properties of different materials that work well for different outcomes e.g. texture of bubble wrap for sea-scapes or shiny nature of foil for spaceships etc. - Children remember how to use tools to affect changes to materials they use in creative processes e.g. making snips with scissors for feathering effect.
Develop their own ideas and then decide which materials to use to express them.	Children know that they can turn their ideas into physical representations.	Children choose appropriate materials and resources to make their own representations	Children can make suggestions to others and can talk about how they made their own ideas come to life.
Join different materials and explore different textures.	Children know that they can use different tools and objects to join materials together.	Children make choices and try out their own ideas	Children are able to explain to and show others how to use materials in a variety of ways