

3 to 5 year old provision LTP Catton Grove Primary School

	36-42 Months	42-48 Months	48-54 Months	54-60 Months
PSED	<p>EYFS Statutory Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>			
PSED	<p>Building Relationships</p> <ul style="list-style-type: none"> -Pupils will actively seek out others to share play experiences - Pupils will form stronger friendships with some of their peers <p>Managing self</p> <ul style="list-style-type: none"> -Pupils will select and use a range of resources within the setting -Pupils will seek support for both adults and peers making specific requests -Pupils will develop their own sense of responsibility when accessing activity -Pupils will be independent in using the toilet, they may need reminders about hand washing. 	<p>Building Relationships</p> <ul style="list-style-type: none"> -Pupils will play with one or more children, extending and elaborating play ideas - Show more confidence in new social situations <p>Managing self</p> <ul style="list-style-type: none"> -Pupils will select and use activities and resources with help when needed - Remember rules with reminders from adults - Pupils will independently attend to toileting and hand washing as a routine - Is aware of being evaluated by others and able to hear what they can do well 	<p>Building Relationships</p> <ul style="list-style-type: none"> -Find solutions to conflict and rivals. For example accepting that not everyone can be spiderman in the game. - Build constructive and respectful relationships -Pupils will become more outgoing with unfamiliar people in the safe context if the setting - Understand gradually how others might be feeling <p>Managing self</p> <ul style="list-style-type: none"> -Pupils will achieve a goal they have chosen or one that is suggested to them -Remember rules without reminders from adults. - Pupils will manage their own needs to wash their hands e.g after messy play. - See themselves as individuals - Understand how to develop their overall health through, exercise, eating, hygiene, sleep and safety - Can talk about things which they can do well 	<p>Building Relationships</p> <ul style="list-style-type: none"> -Work and play cooperatively and take turns with others - From positive attachments to adults and friendships with peers -Show sensitivity to their own needs and others <p>Managing self</p> <ul style="list-style-type: none"> -Be confident to try new activities and show independence resilience and perseverance in the face of challenge - Explain the reasons for rules, know rewrite from wrong and try to behave accordingly -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

3 to 5 year old provision LTP Catton Grove Primary School

	<p>Self regulation</p> <ul style="list-style-type: none"> -Pupils will recognise when they are beginning to feel upset and take actions to change their emotions -Pupils will be confident to explore a new activity / environment -Pupils will be able to follow strategies for sharing with others -Pupils will be able to talk about their emotions using words such as happy / worried and also begin to understand how others are feeling. 	<p>Self regulation</p> <ul style="list-style-type: none"> -Talk about feelings using words like 'Happy', 'sad' -Pupils will be able to safely explore emotions beyond their normal range through play and stories -Begin to show 'effortful control' for example waiting for their turn, resisting the strong impulse to grab what they want or push their way to the front 	<p>Self regulation</p> <ul style="list-style-type: none"> -Pupils will express their feeling and consider the feels of others -Set self small challenges, such as building a tower - Giving attention to someone by giving eye contact and engaging in conversation 	<p>Self regulation</p> <ul style="list-style-type: none"> -Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate -Give focussed attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas.
<p>PD</p>	<p>EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p>			
<p>PD</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> -Pupils will be able to move confidently in a variety of ways for example hopping, stilt walking, wobble boards balancing -Pupils will develop balance skills to ride a balance bike -Pupils will be able to use construction sets to create a range of structures to suit their play <p>Fine Motor</p> <ul style="list-style-type: none"> -Pupils will begin to show control 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Clap and stamp to music -Match their developing physical skill to tasks and activities, e.g. deciding whether to run or crawl -Use large muscle movements, such as waving flags and streamers -Ask for an adults support to move larger items -Use their core muscles to squat and play with toys on the floor <p>Fine Motor</p> <ul style="list-style-type: none"> -Develop manipulation and control 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Clap and stamp to the rhythm of music -Develop overall body strength in order to engage with physical tasks. - Use large motor skills to do things independently such as pour drinks -Collaborate with others to manage larger items -Use their core muscles to achieve a good posture when sitting at tables <p>Fine Motor</p> <ul style="list-style-type: none"> - Use small motor skills to do 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor</p> <ul style="list-style-type: none"> -Hold a pencil effectively in

3 to 5 year old provision LTP Catton Grove Primary School

	<p>over the marks they make -Pupils can pour from one container to another</p>	<p>through tasks such as inset puzzles and threading - Use mark making tool with control</p>	<p>things independently such as managing zips and buttons -Use one handed tools such as scissors to make sips in paper -Use a comfortable grip and control when using a pencil</p>	<p>preparation for fluent writing, using the tripod grip in almost all cases; -Use a range of small tools, including scissors, paint brushes and cutlery; -Begin to show accuracy and care when drawing.</p>
<p>CL</p>	<p>EYFS Statutory Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</p>			
<p>CL</p>	<p>Listening and attention -Pupils will be able to engage in an activity for a short period of time, showing good attention -Listen and respond to two part instructions</p> <p>Understanding -Pupils will understand simple sentences -Pupils will be able to talk about what they think is happening in a story illustration, answering questions such as who, what, when, where - Pupils will understand and act on longer sentence, ‘Put baby to bed’</p> <p>Speaking -Pupils will use spoken language to share interactions with others</p>	<p>Listening and attention and Understanding -Pupils will enjoy listening to longer stores and remember a key event -Take part in a conversation with an adult or a friend -Understanding how to listen carefully -Pupils will be able to show they can sit and listen when working in a small group</p> <p>Speaking -Pupils will be able to copy multisyllabic words from an adult’s</p>	<p>Listening and attention and Understanding -Pupils will enjoy listening to longer stories and can remember much of what happens -Take part in a conversation with an adult or a friend and continue it for many turns -Understand why listening is important - Shows varied listening behaviours</p> <p>Speaking -Pupils will independently use</p>	<p>Listening and attention and Understanding -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Speaking -Participate in small group, class and one-to-one discussions,</p>

3 to 5 year old provision LTP Catton Grove Primary School

	<ul style="list-style-type: none"> - Pupils will effectively share how they are feeling and what they want to do. 	<p>model.</p> <ul style="list-style-type: none"> -Start a conversation with an adult or a friend - Use talk to organise their play with others - Use sentences of 3-5 words - Pupils will be able to express a point of view - can talk about things directly in front of them 	<p>multisyllabic words</p> <ul style="list-style-type: none"> -Start a conversation with an adult or a friend and continue it for many turns - Pupils will articulate their ideas and thoughts in well formed sentences -Develop their communication but may continue to say 'runned' for 'ran' and 'swimmed' for 'swam' -Use longer sentences of four to six words -Pupils will be able to listen to another point of view and respond when their opinion differs - Is able to recall and talk about events from the past 	<p>offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate -Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
L	<p>EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>			
L	<p>Reading</p> <ul style="list-style-type: none"> -Pupils will join in with familiar rhymes both singing and with actions -Pupils will seek out adult to share books with -Pupils will use familiar story language in their own words to retell stories in books and role play -Pupils will begin to recognise print in the environment 	<p>Reading</p> <ul style="list-style-type: none"> -Pupils will listen to and join in with stories -Pupils will understand that print carries meaning - Pupils will be able to name different parts of the book -Pupils will be able to identify rhyming words when they hear them - Pupils can clap the syllables in a word 	<p>Reading</p> <ul style="list-style-type: none"> -Pupils will independently enjoys and increasing range of print -Pupils will understand print can be used for different purposes - Pupils will know English text is read from left to right - Pupils will understand page sequencing -Pupils will be able to suggest a word that rhymes when given a word -Pupils can count the syllables in a word 	<p>Reading</p> <ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound-blending -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

3 to 5 year old provision LTP Catton Grove Primary School

	<p>Writing</p> <ul style="list-style-type: none"> -Pupils will use a range of drawing movements such as vertical lines and circles - Pupils will be able to distinguish between their writing and drawing - Pupils will make up stories in response to their experiences 	<p>Writing</p> <ul style="list-style-type: none"> -Pupils will make marks on their pictures which represent their name -Use some of their print and letter knowledge in their early writing such as 'm' for mummy or a pretend shopping list 	<ul style="list-style-type: none"> -Pupils can recognise words with the same initial sound such as money and mother -Read individual letters by saying the sounds - Re read their own writing to check that it makes sense <p>Writing</p> <ul style="list-style-type: none"> -Write some or all of their name -Write some letters accurately 	<p>Writing</p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters -Write simple phrases and sentences that can be read by others. <p>Comprehension</p> <ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Anticipate, where appropriate, key events in stories -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
M	<p>EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p>			
M	<p>Number</p> <ul style="list-style-type: none"> -Pupils will take part in number rhymes using fingers / props noticing the number of objects 	<p>Number</p> <ul style="list-style-type: none"> -Develop fast recognition of up to 3 numbers without having to count them individually (subitising) 	<p>Number</p> <ul style="list-style-type: none"> -Develop fast recognition of up to numbers without having to count them individually (subitising) 	<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number

3 to 5 year old provision LTP Catton Grove Primary School

	<p>changes -Pupils will use numbers in sequence when counting</p> <p>Numerical Pattern -Pupils will begin to use number language when combining groups -Pupils will compare quantities saying which one has more / fewer -Pupils will notice patterns and be able to talk about them -Pupils will compare and order sizes and weights and use related language accurately, bigger, little, smaller, high, low, tall, heavy - Pupils will complete inset puzzles</p>	<ul style="list-style-type: none"> - Say one number name for each item to 5 -Link numerals to amounts to 5 - Begin to explore using marks to represent number -know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <p>Numerical Pattern</p> <ul style="list-style-type: none"> -Recite numbers to 5 -compare quantities using language 'more than' and 'less than/fewer than' -Through play and exploration, pupils will begin to learn that numbers are made up (composed) of smaller numbers - To be able to follow an instruction containing positional language - Pupils will explore and create with 2D and 3D shapes - Notice patterns in the environment - Continue and create an ABAB pattern -Recall some number bonds to 5 	<ul style="list-style-type: none"> -Say one number name for each item to 10 and beyond -Link numerals to amounts to 10 and beyond - Being to form recognisable numbers <p>Numerical Pattern</p> <ul style="list-style-type: none"> -Recite numbers to 10 and beyond -To be able to say where an object is in a picture using positional language - Pupils will recognise that each counting number is one more than the one before - Pupils will show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects - Pupils will be able to use mathematical language (sides, corners, straight' to describe a shape -Pupils will be able to use directional language to describe routes and locations -Pupils will create their own patterns and notice errors in patterns - Use ordinal words first and last accurately - Understand and calculate one more / less - Recall number bonds to 5 and some to 10 - Compare length weight and capacity 	<ul style="list-style-type: none"> -Subitise (recognise quantities without counting) up to 5 -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Pattern</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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3 to 5 year old provision LTP Catton Grove Primary School

<p>UW</p>	<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>			
<p>UW</p>	<p>Past and present -Pupils will talk about actions that have an effect</p> <p>The natural world -Pupils will use materials purposefully in play, for example build a sandcastle - Pupils will talk about and make comparisons of changes in the natural environment</p> <p>People, cultures and communities -Pupils will begin to make connections between peers and their families e.g. ‘Mia I can see your mummy’</p>	<p>Past and present -Pupils will be able to talk about something they have done earlier in the day -Pupils will be able to talk about events that have happened in the past, for example a birthday, or going to the park</p> <p>The natural world -Pupils will use their senses in hands on exploration of natural materials -Pupils will explore collections of materials with similar and/or different properties -Pupils will talk about what they see using a wide vocabulary -Plant seeds and care for growing plants, knowing how to care and respect the natural environment and living things -Pupils will recognise features of seasons.</p> <p>People, cultures and communities -Begin to make sense of their own life-story and family’s history -Show interest in different occupations -Continue developing positive attitudes about the differences</p>	<p>Past and present -Pupils will be able to compare things from today and their past. -Pupils will be able to compare and contrast things from their lives to historic events</p> <p>The natural world -Pupils will explore the natural world around them -Pupils will describe what they see, hear and feel whilst outside -Pupils will recognise some environments that are different to the one in which they live -Understand the key features of the life cycle of a plant and an animal/insect - To understand the effects of changing seasons</p> <p>People, cultures and communities -Talk about members of their immediate family and community -Name and describe people who are familiar to them - Recognise similarities and differences between their lives and others -Know that there are different countries in the world and talk</p>	<p>Past and present Talk about the lives of the people around them and their roles in society -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People, cultures and communities</p>

3 to 5 year old provision LTP Catton Grove Primary School

		between people	about the differences they have experienced or seen in photos/on TV	Talk about the lives of the people around them and their roles in society -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -Understand the past through settings, characters and events encountered in books read in class and storytelling;
EAD	EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
EAD	<p>Being Imaginative and expressive -Pupils will engage in role play using props to represent objects even if these are not similar objects</p> <p>Creative materials -Pupils use their senses to explore materials and develop ideas of how to use them -Pupils will manipulate materials to make models and representations -Pupils will make more complex models such as small worlds to use in their play</p>	<p>Being Imaginative and expressive -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. -Listen and respond to what they have heard through movement -Remember and sing entire songs -Create their own songs or improvise a song around one they know -Explore playing instruments</p> <p>Creative materials -Explore different materials freely to develop their ideas about how to use them and what to make -Explore colour -Explore a variety of artistic effects</p>	<p>Being Imaginative and expressive -Uses imaginative and complex ‘small words’ with blocks and kits. -Listen and respond to what they have heard using thoughts and feelings -Sing the pitch of a tone sung by another person - Sing the melodic shapes of familiar songs -Explore playing instruments with control along to familiar songs</p> <p>Creative materials -Develop their ideas and decide which materials to use to express them -Draw with increasing complexity</p>	<p>Being Imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher -Sing a range of well-known nursery rhymes and songs -Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music</p> <p>Creative materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function -Share their creations, explaining the process they have used -Make use of props and materials</p>

3 to 5 year old provision LTP Catton Grove Primary School

		-Create collaboratively alongside an adult	and detail, such as adding features to a face - Explores colour mixing to achieve planned effects -Use refines artistic effects to express ideas - Create collaborative sharing ideas and skills	when role playing characters in narratives and stories.
Parent partnership opportunities	Progress days Stay and play ClassDojo Parent communication board Celebrations (Christmas, Mother's day, Father's Day) Open door policy for in the moment conversations about the child's progress Sharing of and contribution to Special books Bedtime Cafe' Parent Forums			
Enrichment	Scarecrow competition Food tasting Cooking Library visit Bedtime story cafe			