

Caterpillar 2 year provision LTP Catton Grove Primary School

2 Provision Caterpillar	18-24 Months	24-30 Months	30-36 Months	36-42 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 -Pupils are increasingly curious about their world and wanting to explore it and be noticed by you -Plays contentedly and can give and receive objects to another person. Will alternate between clinging and resistance</p> <p>Managing self -Pupils make informed choice from a limited range of options with visual prompts - Pupils will use gestures or noises to communicate a need. (for example crying if they want something this may be out of context) - Pupils will seek out adults for support. - Pupils will assist with changing routines, for example, getting their bag / lifting their legs.</p>	<p>Building Relationships -Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations -Pupils start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear</p> <p>Managing self -Pupils make informed choice from a limited range of options without visual prompts -Pupils will seek out a familiar adult and gesture a need.(for example pointing to something they want) - Pupils will attempt independence with an adult watching over for support if needed - Pupils will be aware that they need pull ups changed and show an interest in how to use a toilet</p>	<p>Building Relationships -Pupils will be confident to involve and interact with others in their play. -Pupils start to enjoy the company of other children and want to play with them?</p> <p>Managing self -Pupils make independent choices - Pupils will approach an adult to communicate their need (for example asking for a drink) - Pupils will be keen to be independent within the setting and refuse help from adults when they feel they do not need it. - Pupils will use a toilet with adult support.</p>	<p>Building Relationships -Pupils will actively seek out others to share play experiences - Pupils will form stronger friendships with some of their peers</p> <p>Managing self -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>

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	<p>Self regulation</p> <ul style="list-style-type: none"> -Have a connection with a familiar adult and is comforted by this adult when upset -Pupils will follow a familiar adults lead when present with a new environment or activity - Children may take toys from others and be reluctant to share - Pupils will show a range of emotions when exploring activities 	<p>Self regulation</p> <ul style="list-style-type: none"> -May be able to seek a familiar adult out when upset for comfort - Pupils will explore a new environment knowing that a familiar adult is nearby. - Pupils will be able to share toys and interactions when supported by an adult - Pupils will recognise and name emotions happy and sad 	<p>Self regulation</p> <ul style="list-style-type: none"> -Is able to settle independently at an activity and self soothe when upset - Pupils will begin to be confident to explore a new environment / activity - Pupils will begin to share toys and interactions independently - Pupils will recognise when they are happy and sad and seek to share this with others 	<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>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 have core strength to sit independently on a chair, they will independently move around the setting (Crawling or walking) - Pupils will show an interest in pushing larger toys around such as buggies and ride on toys. - Pupils will begin to show an interest in stacking toys <p>Fine Motor</p> <ul style="list-style-type: none"> -Pupils will be able to hold small objects in their hands - Pupils will be able to feed themselves 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Pupils will run confidently, kick a ball, and jump with both feet off the ground at the same time - Pupils will sit and move on ride along toys - Pupils will explore via trial and error construction sets. <p>Fine Motor</p> <ul style="list-style-type: none"> -Pupils will be able to use a pincer grip to manipulate inset puzzle pieces - Pupils will be able to feed themselves with a spoon 	<p>Gross Motor</p> <ul style="list-style-type: none"> -Pupils will climb confidently, catch a large ball - Pupils will pedal a tricycle -Pupils will be able to stack blocks to form a tower <p>Fine Motor</p> <ul style="list-style-type: none"> -Pupils will be able to use mark making tools to make randomise marks -Pupils can drink independently from a cup 	<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 over the marks they make -Pupils can pour from one container to another

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CL	<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>			
CL	<p>Listening and attention -Pupils will turn to familiar sounds and voices - Listens to short stories or rhymes</p> <p>Understanding -Pupils will link words to objects - Pupils will be able to point things of interest in a book - Understand key words in instructions such as ‘home, mummy’ -Pupils will understand and act on single words with a visual prompt / gesture, ‘coat, with adult signing coat or holding the coat’</p> <p>Speaking -Pupils will begin to make sounds alongside gestures</p>	<p>Listening and attention -Pupils will show attention to a familiar adult when they are spoken to - Listen and respond to limited choices</p> <p>Understanding -Pupils will understand single words in context -Pupils will be able to point to named items in a books -Pupils will understand and act on single words, ‘coat’</p> <p>Speaking -Pupils will begin to make sounds to gain an adults attention -Pupils will be able to use single words say what they want / how they are feeling</p>	<p>Listening and attention -Pupils will show a good level of attention when completing activities of their own choosing -Listen and respond to simple instructions</p> <p>Understanding -Pupils will understand frequently used words - Pupils will be able to identify and talk about items in a book, - Pupils will understand and act on short sentences, ‘coat on’</p> <p>Speaking -Pupils will use words to interact with others -Pupils will be able to explain how they are feeling using words and action.</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 - Pupils will effectively share how they are feeling and what they want to do.</p>

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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 -Pupils will turn to show attention when hearing rhymes - Pupils will show an interest in books -Pupils will pay attention and respond to pictures and words in books -Pupils will recognise pictures of familiar people</p> <p>Writing -Pupils will recognise when they make marks, for example footprints, tyre tracks</p>	<p>Reading -Pupils will turn to show attention when hearing rhymes by moving, tapping, clapping -Pupils will sit and look through books of their own choosing - Pupils will join in with repeated phrases when prompted by an adult -Pupils will recognise pictures of familiar characters</p> <p>Writing -Pupils will enjoy drawing freely</p>	<p>Reading -Pupils will join in with key parts of familiar rhymes with some actions -Pupils will listen and pay attention to stories - Pupils will independently use repeated phrases from stories when independently story telling -Pupils will recognise pictures of familiar logos</p> <p>Writing -Pupils will begin to put meaning to their marks</p>	<p>Reading -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> <p>Writing -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</p>
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 -Pupils will show an interest in number rhymes with an adult -Pupils will use counting like behaviour, making sounds or pointing</p> <p>Numerical Pattern -Pupil will show an interest in</p>	<p>Number -Pupils will enjoy number rhymes with an adult -Pupils will randomly use number names</p> <p>Numerical Pattern -Pupils will combine 2-3 objects for</p>	<p>Number -Pupils will take part in number rhymes using fingers / props -Pupils will use number language to count in everyday contexts sometimes skipping numbers</p> <p>Numerical Pattern -Pupils will combine multiple</p>	<p>Number -Pupils will take part in number rhymes using fingers / props noticing the number of objects changes -Pupils will use numbers in sequence when counting</p> <p>Numerical Pattern -Pupils will begin to use number</p>

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	<p>playing with multiple objects</p> <ul style="list-style-type: none"> - Pupils will recognise when an object is taken away and will look for it -Pupils will line up toys - Pupils will notice differences between objects 	<p>example stacking blocks</p> <ul style="list-style-type: none"> -Pupils will recognise when an amount changes, for example three cars in a line and one drives away -Pupils will notice when patterns are same / different -Pupils will notice difference in size and weight 	<p>objects for example stacking blocks</p> <ul style="list-style-type: none"> -Pupils will compare amounting saying 'lot, more, same' - Pupils will notice patterns and arrange things in patterns - Pupils will compare sizes and weights using gestures and language, bigger, little, high, low, tall, heavy 	<p>language when combining groups</p> <ul style="list-style-type: none"> -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>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</p> <ul style="list-style-type: none"> -Pupils will copy actions from others (for example waving) <p>The natural world</p> <ul style="list-style-type: none"> -Pupils will show an interest in different materials - Pupils will notice when the natural environment changes, for example looking up when it rains <p>People, cultures and communities</p> <ul style="list-style-type: none"> -Pupils will respond when they see people from their family (e.g going to a parent / carer at the end of the session) 	<p>Past and present</p> <ul style="list-style-type: none"> -Pupils will immediately repeats actions that have an effect (for example stacking blocks) <p>The natural world</p> <ul style="list-style-type: none"> -Pupils will show an interest in different materials and explore with encouragement and support from an adult -Pupils will respond to changes in the natural environment, for example moving to shelter when it rains <p>People, cultures and communities</p> <ul style="list-style-type: none"> -Pupils will address familiar adults by name e.g. Mummy, Mrs Moppett 	<p>Past and present</p> <ul style="list-style-type: none"> -Pupils will repeats actions that have an effect (after a period of time) <p>The natural world</p> <ul style="list-style-type: none"> -Pupils will independently explore material with different properties -Respond to things in the natural environment, for example jumping in puddles <p>People, cultures and communities</p> <ul style="list-style-type: none"> -Pupils will make connections between their own family and others and talk about their own family. 	<p>Past and present</p> <ul style="list-style-type: none"> -Pupils will talk about actions that have an effect <p>The natural world</p> <ul style="list-style-type: none"> -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>People, cultures and communities</p> <ul style="list-style-type: none"> -Pupils will begin to make connections between peers and their families e.g. 'Mia I can see your mummy'

