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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression**  |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Art and Design** |
| **Drawing & Painting** |
| **Pre- nursery**  | **Nursery**  | **Reception**  | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth** |
| * Starts to make marks intentionally. (EAD)
* Explores paint, using fingers and other parts of their bodies as well as brushes and other tools. (EAD)
* Enjoy drawing freely. (L)
* Add some marks to their drawings, which they give meaning to. For example: ‘That says Mummy.’ (L)
 | * Use large -muscle movements to wave flags and streamers, paint and make marks. (PD)
* Choose the right resources to carry out their own plan. (PD)
* Use a comfortable grip with good control when holding pens and pencils. (PD)
* Explore colour and colour mixing. (EAD)
* Create closed shapes with continuous lines, and begins to use these shapes to represent objects. (EAD)
* Draw with increasing complexity and detail, such as representing a face with a circle and including detail. (EAD)
* Use drawings to represent ideas like movement or loud noises. (EAD)
* Shows different emotions in their drawings and paintings, like happiness, sadness and fear, etc. (EAD)
 | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
* Use their core muscle strength to achieve a good posture when sitting at a table at sitting on the floor. (PD)
* Develop overall body-strength, balance, coordination and agility. (PD)
 | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
* Use a range of small tools, including scissors and paintbrushes. (PD)
* Begin to show accuracy and care when drawing. (PD)
 | * Explores the use of line, shape and colour.
* Explores a variety of tools and techniques including the use of different brush sizes and types.
* Uses a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
* Uses different brush sizes and types.
* Names the primary and secondary colours.
* Creates moods in their paintings.
* Mixes paint to create all the secondary colours.
 | * Experiments with the visual elements of line, shape, pattern and colour.
* Works out ideas for drawings in a sketchbook.
* Experiments with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones.
* Draws for a sustained period of time using real objects, including single and grouped objects.
* Layers different media e.g. crayons, pastels, felt tips, charcoal and ballpoint.
* Works on a range of scales e.g. large brush on large paper, etc.
* Mixes and matches colours & predicts outcomes.
* Makes tints by adding white.
* Makes tones by adding black.
* Uses a viewfinder to focus on a specific part of an artefact before drawing it.
* Shows pattern and texture.
 | * Experiments with different grades of pencil and other implements.
* Experiments with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.
* Uses their sketchbook to observe, collect and record visual information from different sources.
* Uses different media to achieve variations in line, texture, tone, colour, shape and pattern.
* Plans, refines and alter their work as necessary
* Works confidently on a range of scales e.g. thin brush on small picture etc.
 |
| **3D & Textiles** |
| * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (EAD)
* Make simple models which express their ideas. (EAD)
 | * Choose the right resources to carry out their own plan. (PD)
* Use one- handed tools and equipment, for example, making snips in paper with scissors. (PD)
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide what materials to use to express them.
* Join different materials and explore different textures.
 | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
 | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
* Use a range of small tools, including scissors and paintbrushes. (PD)
 | * Explores sculpture with a range of malleable media e.g. clay.
* Uses a variety of techniques e.g. weaving, fabric crayons, sewing.
* Manipulates clay in a variety of ways e.g. rolling, kneading and shaping.
* Adds texture by using tools.
* Sorts threads and fabrics.
* Groups fabrics and threads by colour and texture.
 | * Explores texture using a variety of media.
* Experiments with, constructs and joins recycled, natural and man-made materials more confidently.
* Uses a variety of techniques e.g. tie-dying, wax or resist, mosaic.
* Manipulates clay for a variety of purposes e.g. thumb pots, simple coil pots and models.
* Joins fabric using glue.
* Sews fabrics together.
* Creates part of a class patchwork.
 | * Researches, plans, designs and makes models.
* Works with a degree of independence.
* Constructs a simple clay base for extending and modelling other shapes.
* Makes a simple papier maché object.
 |
| **Printing, Collage & IT** |
| * Notice patterns and arrange things in patterns. (MD)
* Expresses ideas and feelings through making marks and sometimes give a meaning to the marks they make. (EAD)
 | * Use one- handed tools and equipment, for example, making snips in paper with scissors. (PD)
* Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)
 | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
 | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
* Use a range of small tools, including scissors and paintbrushes. (PD)
 | * Makes marks in print with a variety of objects, including natural and man-made objects
* Investigates using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.
* Builds a repeating pattern.
* Uses a simple painting program to create a picture.
* Uses tools like fill and brushes in a painting package.
* Cuts and tears paper and card for their collages.
* Gathers and sorts the materials they will need.
 | * Uses a variety of techniques e.g. fabric, printing, rubbings.
* Designs patterns of increasing complexity and repetition.
* Prints using a variety of materials, objects and techniques.
* Investigates and designs patterns of in increasing complexity and repetition.
* Uses different kinds of materials on collage and explains why they have chosen them.
* Creates a picture independently.
* Uses simple IT mark-making tools, e.g. brush, pen, shape, colour, flood fill tools.
* Edits their own work.
* Takes different photographs of themselves displaying different moods.
* Changes their photographic images on a computer.
 | * Uses a variety of techniques for collage e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining.
* Experiments with a range of media e.g. overlapping, layering etc.
 |
| **Knowledge** |
| * Expresses ideas and feelings through making marks and sometimes give a meaning to the marks they make. (EAD)
 |  | * Create collaboratively, sharing ideas, resources and skills. (EAD)
 | * Share their creations, explaining the process they have used. (EAD)
 | * Recognises pattern in the environment.
* Responds to ideas.
* Makes changes to their own work.
* Describes what they can see and like in the work of another artist.
* Asks sensible questions about a piece of art.
 | * Observes the work of a range of artists, craft makers and designers.
* Describes the differences and similarities between different practices and disciplines, and makes links to their own work.
* Observes and comments on differences in their own and others work.
* Explores ideas.
* Links colours to natural and man-made objects.
* Says how other artists have used colour, pattern and shape.
* Creates a piece of work in response to another artist’s work.
 | * Finds out about artists, architects and designers.
* Plans, refines and alters their work as necessary.
* Designs and creates images and artefacts in response to their personal ideas.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Computing**  |
| **Algorithms and Programs** |
| **Pre-Nursery**  | **Nursery**  | **Reception**  | **ELG**  | **Year 1** | **Year 2** | **Mastery & Greater Depth** |
| * Develop manipulation and control. (PD)
* Repeat actions which have an effect. (UW)
 | * Explore how things work. (UW)
* Match their developing physical skills to tasks and activities in the setting. (PD)
 | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
 | * Be confident to try out new activities and show independence, resilience and perseverance in the face of challenge. (PSED)
 | * Creates a simple series of instructions – left and right.
* Records their routes.
* Understands forwards, backwards, up and down.
* Puts two instructions together to control a programmable toy.
* Begins to plan and test a Bee-bot journey.
* Recognises and understands that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions.
 | * Predicts the outcomes of a set of instructions.
* Uses right angle turns.
* Uses the repeat commands.
* Tests and amends a set of instructions.
* Writes a simple program and tests it.
* Predicts what the outcome of a simple program will be.
* Creates and debugs simple programs.
 | * Experiments with variables to control models.
* Uses 90 degree and 45 degree turns.
* Gives an on-screen robot directional instructions.
* Draws a square, rectangle and other regular shapes on screen. using commands
* Writes more complex programs.
 |
| **Data retrieving and organisation**  |
| * Develop manipulation and control. (PD)
* Explore different materials and tools. (PD)
 | * Explore how things work. (UW)
* Match their developing physical skills to tasks and activities in the setting. (PD)
* Increasingly follow rules, understanding why they are important. (PSED)
 | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
* Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
 | * Be confident to try out new activities and show independence, resilience and perseverance in the face of challenge. (PSED)
* Safely use and explore a variety of materials, tolls and techniques, experimenting with colour, design, texture, form and function. (EAD)
 | * Captures images with a camera.
* Prints out a photograph from a camera with help.
* Records a sound and plays it back.
* Enters information into a template to make a graph.
* Talks about the results shown on a graph.
 | * Finds information on a website.
* Clicks links in a website.
* Prints a web page to use as a resource.
* Experiments with texts, pictures and animations to make a simple slide show.
* Uses the shape tools to draw.
* Knows that it is not always possible to copy some text and pictures from the internet.
* Knows that bookmarking is a way to find safe sites again quickly.
 | * Reviews images on a camera and deletes unwanted images.
* Downloads images from a camera into files on the computer.
* Uses photo editing software to crop photos and add effects.
* Manipulates sound when using simple recordings.
* Records sounds into software and playbacks.
* Inserts pre-recorded sounds into a presentation.
* Captures still and moving images.
 |
| **Communicating** |
| * Make marks on their pictures to stand for their names (L)
* Notices some print, such as the first letter of their name, a bus or door number or a familiar logo. (L)
 | * Explore how things work. (UW)
* Match their developing physical skills to tasks and activities in the setting. (PD)
* Increasingly follow rules, understanding why they are important. (PSED)
 | * Know and talk about the different factors that support their overall health and wellbeing (sensible amounts of screen time) (PD)
 | * Explain the reasons for rules, know right from wrong and behave accordingly. (When using expensive equipment) (PSED)
 | * Recognises what an email address looks like.
* Joins in sending a class email.
* Uses the @ key and type an email address.
* Word processes ideas using a keyboard.
* Uses the spacebar, back space, enter, shift and arrow keys.
* Prints out a page from the internet.
* Understands the different methods of communication e.g. email, online forums etc.
* Knows you should only open emails from a known source.
* Follows the school’s safer internet rules.
* Uses the search engines agreed by the school.
* Acts if they find something inappropriate online or they are unsure of including identifying people who can help, minimising screen, online reporting using school system etc.
 | * Sends and replies to messages sent by a safe email partner (within school).
* Word processes a piece of text.
* Inserts/deletes a word using the mouse and arrow keys.
* Highlights text to change its format (**B**, U, *I*).
* Uses the internet for learning and communicating with others, making choices when navigating through sites.
* Knows that personal information should not be shared online.
* Knows they must tell a trusted adult immediately if anyone tries to meet them via the internet.
 | * Creates a presentation in a small group and records the narration
* Knows the difference between email and communication systems such as blogs and wikis.
* Knows that websites sometimes include pop-ups that take them away from the main site.
* Uses a password to access the secure network.
* Uses the email address book.
* Opens and sends an attachment.
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| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| **Design & Technology** |
| **Design, Make & Evaluate** |
| **Pre- Nursery**  | **Nursery**  | **Reception**  | **ELG**  | **Year 1** | **Year 2** | **Mastery & Greater Depth** |
| * Explore materials with different properties. (UW)
* Repeat actions that have an effect. (UW)
* Start to make marks intentionally. (EAD)
* Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (EAD)
* Express ideas through mark making, and sometimes give meaning to the marks they make. (EAD)
* Manipulate different materials, using all of their senses to investigate them. (EAD)
* Use their imagination as they consider what to do with different materials. (EAD)
* Make simple models which express their ideas. (EAD)
 | * Select and use activities and resources, with help when needed. (PSED)
* Use large muscular movements to wave flags and streamers, paint and make marks. (PD)
* Choose the right resources to carry out their own plan. (PD)
* Use one handed tools and equipment, for example making snips in paper with scissors. (PD)
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. (EAD)
* Develop their own ideas and then decide which materials to use to express them. (EAD)
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)
 | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
* Use their core muscle strength to achieve a good posture when sitting at a table of sitting on the floor. (PD)
* Use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Create collaboratively, sharing ideas, resources and skills. (EAD)
 | * Use a variety of tools, including scissors, paintbrushes and cutlery. (PD)
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
* Share their creations, explaining the process they have used. (EAD)
 | * Generates some ideas of their own.
* Explains what they want to do.
* Uses pictures and words to plan.
* Explains what they are making.
* Chooses tools to use.
* Describes how something works.
* Talks about their own work and things that other people have done.
 | * Thinks of ideas and plans what to do next.
* Chooses the best tools and materials.
* Gives a reason why these are best.
* Describes their design by using pictures, diagrams, models and words.
* Join things (materials / components) together in different ways.
* Identifies what went well with their work.
* Identifies what they would improve in their work.
 | * Shows that their design meets a range of requirements.
* Puts together a stop-by-step plan which shows the order and also what equipment and tools they need.
* Describes their design using an accurately labelled sketches and words.
* Discusses how realistic their plan is.
* Uses equipment and tools accurately.
* Can describe what they changed to make their design even better.
 |
| **Mechanisms** |
| * Repeat actions that have an effect. (UW)
* Manipulate different materials, using all of their senses to investigate them. (EAD)
* Use their imagination as they consider what to do with different materials. (EAD)
* Make simple models which express their ideas. (EAD)
 | * Select and use activities and resources, with help when needed. (PSED)
* Use large muscular movements to wave flags and streamers, paint and make marks. (PD)
* Choose the right resources to carry out their own plan. (PD)
* Use one handed tools and equipment, for example making snips in paper with scissors. (PD)
* Explore how things work. (UW)
 | * Use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Create collaboratively, sharing ideas, resources and skills. (EAD)
 | * Use a variety of tools, including scissors, paintbrushes and cutlery. (PD)
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
 | * Makes a product which moves.
* Cuts materials using scissors.
* Describes the materials using different words.
* Can say why they have chosen moving parts.
 | * Joins materials together as part of a moving product.
* Adds design to their product.
* Adds mechanisms (such as wheels and sliders) to products.
 | * Selects the most appropriate tools and techniques to use for a given task.
* Makes a product which uses both electrical and mechanical components.
* Uses a simple circuit in a product.
* Uses a number of components in a product.
 |
| **Textiles** |
| * Manipulate different materials, using all of their senses to investigate them. (EAD)
* Use their imagination as they consider what to do with different materials. (EAD)
* Make simple models which express their ideas. (EAD)
 | * Select and use activities and resources, with help when needed. (PSED)
* Use large muscular movements to wave flags and streamers, paint and make marks. (PD)
* Choose the right resources to carry out their own plan. (PD)
* Use one handed tools and equipment, for example making snips in paper with scissors. (PD)
* Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD)
 | * Use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Create collaboratively, sharing ideas, resources and skills. (EAD)
 | * Use a variety of tools, including scissors, paintbrushes and cutlery. (PD)
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
 | * Describes how different textiles feel.
* Makes a product from textile by gluing.
 | * Measures textiles accurately.
* Joins textiles together to make something using different joining techniques e.g. sewing.
* Cuts textiles carefully.
* Explains why they chose a certain textile.
 | * Joins textiles of different types in different ways.
* Chooses textiles both for their appearance and also qualities.
 |
| **Cooking & Nutrition** |
| * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (PD)
 | * Make healthy food choices about food, drink activity and toothbrushing. (PD)
* To eat independently, learning how to use a knife and fork. (PD)
* Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (PD)
 | * Know and talk about the different factors that support their overall health and wellbeing. (PD)
 | * Use a variety of tools, including scissors, paintbrushes and cutlery. (PD)
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PD)
 | * Washes their hands and make sure that surfaces are clean.
* Cuts food safely.
* Describes the texture of foods.
* Thinks of interesting ways of decorating food they have made e.g. cakes.
 | * Shows good hygiene in the kitchen.
* Explains what it means to be hygienic.
* Describes the properties of the ingredients they are using.
 | * Chooses the right ingredients for a product.
* Uses equipment safely.
* Makes sure that their product looks attractive.
* Describes how their combined ingredients came together.
* Sets out to grow plants such as cress and herbs from seeds with the intention of using them for their food product.
 |
| **Construction & Materials** |
| * Explore materials with different properties. (UW)
* Manipulate different materials, using all of their senses to investigate them. (EAD)
* Use their imagination as they consider what to do with different materials. (EAD)
* Make simple models which express their ideas. (EAD)
 | * Select and use activities and resources, with help when needed. (PSED)
* Use large muscular movements to wave flags and streamers, paint and make marks. (PD)
* Choose the right resources to carry out their own plan. (PD)
* Use one handed tools and equipment, for example making snips in paper with scissors. (PD)
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. (EAD)
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD)
 | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
* Use their core muscle strength to achieve a good posture when sitting at a table of sitting on the floor. (PD)
* Create collaboratively, sharing ideas, resources and skills. (EAD)
 | * Use a variety of tools, including scissors, paintbrushes and cutlery. (PD)
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)
 | * Makes a construction / model using different materials.
* Keeps their work tidy.
* Makes their models stronger if it needs to be.
* Talks with others about how they want to construct. their product
* Selects appropriate resources and tools for their building projects.
* Makes simple plans before making objects, e.g. drawings, arranging pieces of construction before building.
 | * Measures materials to use in a model or structure.
* Joins material in different ways.
* Uses joining, folding or rolling to make it stronger.
* Makes sensible choices as to which material to use for their constructions.
* Develops their own ideas from initial starting points.
* Incorporates some type of movement into models.
* Considers how to improve their construction.
 | * Uses the most appropriate materials for the product.
* Works accurately to make cuts and holes.
* Join materials accurately.
* Selects the most appropriate materials.
* Uses a range of techniques to shape and mould.
* Uses finishing techniques.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| **Geography** |
| **Location Knowledge** |
| **Pre-nursery**  | **Nursery** | **Reception**  | **ELG**  | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
|  | * Understand position through word alone. (M)
* Describe a familiar route. (M)
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (M)
 | * Draw information from a simple map. (UW)
 |  | * Identifies the four countries making up the United Kingdom.
* Names the continents of the World and finds them in an atlas.
* Finds where they live on a map of the UK.
* Names the capital cities of England, Scotland, Ireland and Wales.
 | * Identifies where significant places are located in the UK, Europe and the wider world.
* Names some of the main towns and cities in the United Kingdom.
* Names the World’s oceans and find them in an atlas.
* Points out where the equator, North Pole and South Pole are on a globe or atlas.
* Points out the North, South, East and West associated with maps and compass.
 | * Locates some of the world’s major rivers and mountain ranges.
* Names a few towns in the north and south of the UK.
 |
| **Place Knowledge** |
|  | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. (UW)
 | * Recognise some similarities and differences between life in this country and life in other countries. (UW)
 | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW)
* Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (UW)
 | * Explores and discovers the interesting features of the local environment.
* Explains what makes a locality special.
* Describes some places which are not near the school.
* Describes some of the features associated with an island.
* Explores and discovers where different foods come from.
* Tells someone something about the people who live in hot and cold places.
 | * Asks and responds to geographical questions about people, places and environments.
* Identifies links between their locality and other places in the UK and beyond.
* Makes simple comparisons between features of different places and says how these features influence life there.
* Describes some human features of own locality such as the jobs people do.
* Explains how the jobs people do may be different in different parts of the world.
* Describes how people can make their environment better and worse.
* Describes what facilities a town or village might need.
 | * Identifies similarities and differences between places and environments and understands how they are linked.
* Explores places with different climate zones.
* Asks and responds to questions to develop a sense of place.
 |
| **Human and Physical Geography** |
| * Explore natural materials, indoor and outdoors. (UW)
* Explore and respond to different natural phenomena in the setting and on trips. (UW)
 | * Use all of their senses in hands-on exploration of natural materials. (UW)
* Begin to understand the need to respect and care for the natural environment and all living things. (UW)
 | * Explore the natural world around them. (UW)
* Recognise that some environments are different to the one in which they live. (UW)
 | * Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. (UW)
* Understand some important processes and changes in the natural world around them, including seasons. (UW)
 | * Recognises different types of weather and climate.
* Begins to explain why they would wear different clothes at different times of the year.
* Explains the main features of a hot and cold place.
* Answers questions about the weather.
* Keeps a weather chart.
* Recognises, observes, describes and records physical and human features.
* Describes the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley.
* Names the key features associated with a town or village e.g. church, farm, shop, house.
 | * Discusses how weather affects our lives.
* Investigates, measures and records changes in the weather.
* Communicates in different ways using appropriate geographical vocabulary e.g. locational and directional language.
* Answers questions using a weather chart.
* Makes plausible predictions about what the weather may be like in the day or tomorrow.
* Names the key features associated with a town or village, e.g. factory, detached house, semi-detached house, terraced house.
 | * Investigates key aspects of human and physical geography.
* Identifies how the ways in which people live sometimes have consequences for the environment.
* Explains how different weather affects different people.
* Makes inferences by looking at a weather chart.
* Makes predictions about what the weather might be like in different parts of the world.
 |
| **Geographical Skills and Fieldwork** |
|  |  | * Draw information from a simple map. (UW)
 | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW)
* Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (UW)
 | * Expresses their own views about features of the environment.
* Communicates in different ways using simple geographical information and vocabulary.
* Uses simple field work skills.
* Uses globes, maps and plans.
* Makes simple plans.
 | * Locates key features on globes, maps and plans.
* Makes simple maps and plans.
* Uses simple compass directions.
* Uses aerial photographs and plan perspectives to identify landmarks and features.
* Uses field work and observational skills to carry out simple tasks.
 | * Uses atlases, globes, maps and plans at a range of scales and draw simple maps and plans.
* Collects and records evidence and begins to offer explanations.
* Collects and analyses a range of data from simple fieldwork experiences.
* Can find the longest and shortest route using a map
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| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| **History** |
| **Changes Within Living Memory** |
| **Pre- nursery**  | **Nursery**  | **Reception**  | **ELG**  |  | **Year 1** | **Year 2** |  |
| * Make connections between the features of their family and other families. (UW)
* Notice differences between people. (UW)
 | * Begin to make sense of their own life-story and family history. (UW)
 |  | * Talk about the lives of people around them and their roles in society. (UW)
 | * Puts up to three objects in chronological order (recent history).
* Tells someone about things that happened when they were little.
* Re-tells a familiar story set in the past.
* Explains how they have changed since they were born.
* Identifies the difference between past and present using episodes from stories about the past.
* Uses common words and phrases related to the passing of time.
* Makes a personal link to the past by exploring artefacts and images.
 | * Uses words and phrases like: before I was born, when I was younger.
* Use phrases and words like: ‘before’. ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning.
* Finds out something about the past by talking to an older person.
* Gives examples of things that are different in their life from that of their grandparents when they were young.
* Identifies differences between past and present and shows how ways of life at different times were different to their own.
* Observes and handles a range of sources of information to find out about the past.
 | * Sequences events about own life.
* Gives examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times.
 |
| **Events Beyond Living Memory (National or Global)**  |
|  | * Begin to make sense of their own life-story and family history. (UW)
 | * Comment on images of familiar situations in the past. (UW)
 | * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)
* Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)
 | * Asks and answers questions about old and new objects.
* Gives a plausible explanation about what an object was used for in the past.
* Recognises that we celebrate certain events, such as bonfire night, because of what happened many years ago.
* Identifies objects from the past, such as a vinyl record.
* Begins to identify the main differences between old and new objects.
* Knows that some objects belonged to the past.
* Uses different sources of information to find out about the past.
* Places events in chronological order.
 | * Recounts some interesting facts from an historical event, such as where the fire of London started.
* Sequences a set of events in chronological order and give reasons for their order.
* Uses a range of appropriate words and phrases to describe the past.
* Researches about a famous event that happens in Britain and why it has been happening for some time.
* Answers questions by using a specific source, such as an information book.
* Explores places and investigates artefacts.
* Asks and answers questions about the past.
* Identifies different ways in which the past is represented.
* Uses a wide vocabulary of everyday historical terms.
 | * Explains why eye-witness accounts may vary.
* Explains why their locality (as wide as it needs to be) is associated with a special historical event.
* Explains what is meant by a democracy and why it is a god thing.
* Works out how long ago an event happened using evidence.
* Develops their understanding that the past can be divided into different periods of time.
* Explores the different ways we can find out about the past and how to understand the evidence.
* Uses dates and vocabulary relating to the passing of time and sequence events.
* Sequences several events or artefacts from differing periods in history.
 |
| **Lives of Significant Individuals and Life in Different Periods** |
|  |  | * Compare and contrast characters from stories, including figures from the past. (UW)
 | * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)
* Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)
 | * Appreciates that some famous people have helped our lives be better today.
* Understands that we have a queen who rules us and that Britain has had a king or queen for many years.
* Finds out about the lives of significant people and events from the past and present.
 | * Explains why Britain has a special history by naming some famous events and some famous people.
* Researches the life of a famous Briton from the past using different resources to help them.
* Recognises why people did things and why events happened.
 | * Explains why someone in the past acted in the way they did.
* Sequences events about the life of a famous person.
* Recognises similarities and differences between people’s lives during different periods of time.
* Uses sources of information including IT to find out about events, people and changes.
 |
| **Significant Historical Events, People and Places in our Locality** |
|  |  | * Comment on images of familiar situations in the past. (UW)
 | * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)
* Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)
 |  | * Explains how their local area was different in the past.
* Researches the life of someone who used to live in the area using the internet and other sources to find out about them
* Recounts the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later.
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| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| **Music** |
| **Performing (Music)** |
| **Pre- Nursery**  | **Nursery**  | **Reception**  | **ELG**  | **Year 1** | **Year 2** | Mastery& Greater Depth  |
| * Explore their voice and enjoy making sounds. (EAD)
* Show attention to sounds in music. (EAD)
* Move and dance to music. (EAD)
* Join in with songs and rhymes, making some sounds. (EAD)
* Make rhythmical and repetitive sounds. (EAD)
* Enjoy and take part in actions songs. (EAD)
 | * Sing a large repertoire of songs. (CL)
* Use large-muscular movements to wave flags and streamers, paint and make marks. (PD)
* Remember and sing entire songs. (EAD)
* Sing the pitch of a tone sung by another person (pitch match) (EAD)
* Sing the melodic shape of familiar songs. (EAD)
 | * Learn rhymes, poems and songs. (CL)
* Combine different movements with ease and fluency. (PD)
* Sing in a group or on their own, increasingly matching their pitch and following the melody. (EAD)
* Explore and engage in music making and dance, performing solo or in groups. (EAD)
 | * Sing a range of well-known nursery rhymes and songs. (EAD)
* Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (EAD)
 | * Responds appropriately to musical instructions.
* Follows pitch movements with their hands and use high, low and middle voices.
* Repeats short, rhythmic and melodic patterns to a given beat.
* Looks at their audience when performing.
 | * Plays musical instruments with expression and control, listening and observing carefully.
* Identifies the beat and joins in getting faster and slower together.
* Begins to sing in tune with expression and control.
* Recalls, performs and accompanies simple songs, sequences and rhythmic patterns.
* Performs long and short sounds in music in response to symbols.
 | * Begins to sing in tune expressively with an awareness of beat and rhythm.
* Performs with control and awareness of audience.
 |
| **Composing** |
| * Explore a range of sound-makers and instruments and play them in different ways. (EAD)
 | * Create their own songs, or improvise a song around one they know. (EAD)
* Play instruments with increasing control to express their feelings and ideas. (EAD)
 | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD)
* Create collaboratively sharing ideas, resources and skills. (EAD)
* Explore and engage in music making and dance, performing solo or in groups. (EAD)
 |  | * Uses their voices confidently in different ways.
* Explores how sounds can be made and changed.
* Recognises how sounds can be made and changed.
* Makes a sequence of sounds.
* Identifies the beat in different pieces of music.
* Shows sounds by using pictures.
 | * Chooses sounds which create an effect.
* Selects and order sounds within simple structures and sounds in response to given starting points.
* Experiments with, creates, selects and combines sounds using inter-related musical dimensions e.g. tempo, pitch.
* Represents sounds with symbols.
 | * Explores the way sounds can be combined and used expressively.
* Improvises repeated patterns.
* Composes and performs simple accompaniments recognising different musical elements and how they can be used together to compose music.
 |
| **Appraising** |
|  | * Listen with increased attention to sounds. (EAD) Respond to what they have heard, expressing their thoughts and feelings. (EAD)
 | * Listens carefully to rhymes and songs, paying attention to how they sound. (CL)
* Listen to attentively, move to and talk about music, expressing their feelings and responses. (EAD)
 |  | * Identifies long and short sounds in music.
* Responds verbally and physically to different musical moods.
* Creates and chooses sounds in response to given starting points.
 | * Recognises and explores how sounds can be organised.
* Responds to a range of high-quality live and recorded music.
 | * Begins to recognise, recall and perform simple rhythmic patterns.
* Recognises and explores different combinations of pitch sounds.
* Listens carefully and recognises patterns and increases aural memory.
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| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| **Physical Education** |
| **General Skills (e.g. evaluating and improving health and fitness etc.)** |
| **Pre-nursey**  | **Nursery**  | **Reception**  | **ELG**  | **Year 1** | **Year 2** | Mastery & Greater Depth  |
| * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks, (PD)
 | * Select and use activities and resources, with help when needed. (PSED)
* Increasingly follow rules, understanding why they are important. (PSED)
* Do not always need an adult to remind them of a rule. (PSED)
* Choose the right resources to carry out their own plan. (PD)
* Collaborate with others to manage large items, such as moving a long plank safely. (PD)
* Show a preference for a dominant hand. (PD)
* Be increasingly independent as they get dressed and undressed. (PD)
* Respond to what they have heard, expressing thoughts and feelings. (EAD)
 | * Manage their own needs. (PSED)
* Know and talk about the different factors that support overall health and wellbeing. (PD)
 | * Be confident to try new activities and show independence, resilience and perseverance in the face of a new challenge. (PSED)
* Explain the reasons for rules, knowing right from wrong and to behave accordingly. (PSED)
* Manage their own basic hygiene and personal neds, including dressing. (PSED)
* Work and play cooperatively and take turns with others. (PSED)
 | * Talks about what they have done.
* Describes what other people did.
* Describes how their body feels during different activities.
 | * Talks about what is different between what they did and what someone else did.
* Shows how they can improve.
* Shows how to exercise safely.
* Explains what their body needs to keep healthy.
 | * Explains how what they did and what someone else did differs.
* With help, recognises how performances can be improved.
* Identifies some muscle groups used in some gymnastic activities.
 |
| **Dance** |
| * Respond emotionally and physically to music when it changes. (EAD)
* Move and dance to music. (EAD)
* Clap and stamp to music. (PD)
 | * Use large muscular movements to wave flags and streamers, paint and make marks. (PD)
* Are increasing able to use and remember sequences and patterns of music that are related to music and rhythm. (PD)
 | * Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)
* Progress towards a more fluent style of moving, with developing control and grace. (PD)
* Develop overall body strength, balance, coordination and agility. (PD)
* Combine different movements with ease and fluency. (PD)
* Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Create collaboratively, sharing ideas, resources and skills. (EAD)
* Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD)
* Watch and talk about dance and performance art. Expressing their feelings and responses. (EAD)
* Explore and engage in music making and dance, performing solo or in groups. (EAD)
 | * Negotiate space and obstacles safely, with consideration for themselves and others. (PD)
* Demonstrate strength, balance and coordination when playing. (PD)
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)
* Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (EAD)
 | * Explores basic body actions.
* Explores movement skills and creates movement patterns in response to stimuli.
* Responds to different stimuli, copies and explores basic body actions and movement patterns.
* Recognises how their body feels when still and when exercising.
* Observes performances and says why they like / dislike it.
* Creates, practices and repeats their own movement phrases with a beginning, middle and end.
* Evaluates their movement phrases using dancing vocabulary.
 | * Discusses different stimuli and explores ideas, moods and feelings to extend their movement phrase.
* Recognises the need for warm up and cool down.
* Discusses why they like a performance and suggests improvements.
* Creates short dance phrases that express an idea, mood or feeling, with control, coordination and spatial awareness.
* Evaluates dance phrases with emphasis on their feelings.
* Communicates different moods, feelings and ideas through dance with an awareness of the expressive qualities of dance.
* Creates, repeat and perform short dances from a prompt.
 | * Explored a range of actions and movements to create simple motifs and compose simple dances.
* Recognises and describes dances involving simultaneous and complimentary movements.
* Responds imaginatively to different stimuli using dance language and creative movements.
* Extends their effort in their dances and perform with a good level of fluency.
* Works independently, with a partner or in a small group.
* Participates in warm up and cool down activities.
* Learns, practices and performs dance phrases with physical control, expression and an awareness of other performers.
 |
| **Gymnastics** |
| * Gradually gain control of their whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking. (PD)
* Walk, run, jump and climb- and start to use stairs independently. (PD)
* Spin, roll and independently use ropes and swings. (PD)
* Sit on a push along toy, use a scooter or ride a trike. (PD)
 | * Go up steps and stairs, or climb up apparatus, using alternate feet. (PD)
* Skip, hop and stand on one leg and hold a pose for a game like musical statues. (PD)
* Match their developing physical skills to tasks and activities in the setting. For example, deciding whether to run or walk across a plank of wood depending on its width. (PD)
 | * Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)
* Progress towards a more fluent style of moving, with developing control and grace. (PD)
* Develop overall body strength, balance, coordination and agility. (PD)
* Combine different movements with ease and fluency. (PD)
* Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)
* Create collaboratively, sharing ideas, resources and skills. (EAD)
 | * Negotiate space and obstacles safely, with consideration for themselves and others. (PD)
* Demonstrate strength, balance and coordination when playing. (PD)
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)
 | * Performs basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required.
* Shows good awareness of space, apparatus and the actions of others.
* Links and repeats basic actions to copy or create and perform a movement phrase with a beginning, middle and end.
* Knows the difference between tension and relaxation in their body.
* Carries and sets up equipment safely, with help.
 | * Performs basic gymnastic actions with control and coordination.
* Repeats a sequence of gymnastic actions incorporating smooth transitions and stillness.
* Creates and perform a short sequence with clear beginning, middle and end, then adapts to include apparatus and / or partner.
* Describes the differences in the way their body works and feels when performing gymnastics.
* Handles apparatus safely and recognises risks involved.
* Uses appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.
 | * Performs combinations of gymnastic actions using floor, mats and apparatus.
* Adapts a gymnastic sequence to include different levels, speeds or directions.
* Recognises that strength and flexibility are important parts of fitness.
 |
| **Games** |
| * Enjoy starting to kick, throw and catch balls. (PD)
 | * Continue to develop their movement, balancing, riding and ball skills. (PD)
* Skip, hop and stand on one leg and hold a pose for a game like musical statues. (PD)
* Start taking part in some group activities which they make up for themselves, or in teams. (PD)
* Show a preference for a dominant hand. (PD)
 | * Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)
* Progress towards a more fluent style of moving, with developing control and grace. (PD)
* Confidently use a range od small and large apparatus indoors and outdoors, alone and in a group. (PD)
 | * Negotiate space and obstacles safely, with consideration for themselves and others. (PD)
* Demonstrate strength, balance and coordination when playing. (PD)
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)
 | * Uses basic underarm, rolling and hitting skills accurately.
* Hits and kicks a ball in a variety of ways.
* Tracks intercepts, stops and catches balls and small equipment consistently.
* Describes some basic rules and simple tactics including attacking and defending, and the way to score.
* Shows good awareness of space and the actions of others.
* Competes in team games.
* Knows playing games is good for them and describes what it feels like.
* Begins to understand the importance of warming up.
 | * Performs basic techniques of catching and throwing to a good level of consistency when moving and standing still.
* Performs basic skills of rolling, striking and kicking with control.
* Uses and applies a variety of simple tactics.
* Shows an awareness of opponents and team mates during games.
* Describes the differences in the way their body works and feels when playing different games.
* Begins to watch others and focus on specific actions to improve own skills.
 | * Throws and catches with control when under limited pressure to keep possession and score goals.
* Chooses and uses a range of simple tactics for defending and challenging their opponents for striking, fielding and net games.
* Uses simple rules fairly and extends them to devise their own games.
 |
| **Athletics** |
| * Gradually gain control of their whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking. (PD)
 | * Show a preference for a dominant hand. (PD)
 | * Revise the fundamental movement skills they have already acquired, rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD)
* Progress towards a more fluent style of moving, with developing control and grace. (PD)
* Confidently use a range od small and large apparatus indoors and outdoors, alone and in a group. (PD)
 | * Negotiate space and obstacles safely, with consideration for themselves and others. (PD)
* Demonstrate strength, balance and coordination when playing. (PD)
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD)
 | * Improves running techniques and runs for longer distances.
* Performs a run and jump sequence.
* Develops an under and over arm throwing action.
* Takes part in a variety of team races using a variety of equipment.
* Knows running, jumping and throwing is good for them and describe what it feels like.
* Watches, copies, describes and comments on what they have seen.
 | * Runs with a good technique at different speeds.
* Performs a two footed jump.
* Shows a good throwing technique and extend accuracy and distance.
* Competes in a range of team events.
* Describes the differences in the way their body works and feels when trying athletic activities.
* Begins to watch others and focus on specific actions to improve own skills.
 | * Selects running speed for appropriate activity.
* Makes up and repeat a short sequence of linked jumps.
* Throws a variety of objects, changing their action for accuracy and distance.
* Takes part in relay activities remembering when to run and what to do.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**PSHE Education (including RSE)** |
| **Confidence & Responsibility** |
| **Pre-nursery**  | **Nursery**  | **Reception**  | **ELG** | **Year 1** | **Year 2** | Mastery & Greater Depth  |
| * Thrive as they develop self-assurance. (PSED)
* Feel strong enough to express a range of emotions. (PSED)
* Grow in independence, rejecting help form others. Sometimes this leads to feelings of frustration and tantrums. (PSED)
* Be increasingly able to talk about and manage their emotions. (PSED)
* Safely explore emotions beyond their normal range through play and stories. (PSED)
* Are talking about their feelings in more elaborate ways. (PSED)
* Start to understand how they are feeling, using words as well as actions. (CL)
 | * Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (CL)
* Can start a conversation with an adult or friend and continue it for many turns. (CL)
* Select activities or resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED)
* Develop a sense of responsibility and membership of a community. (PSED)
* Become more outgoing with unfamiliar people, in a safe context of their setting. (PSED)
* Show more confidence in new social situations. (PSED)
* Talks about their feelings and uses words like ‘happy’, ‘sad’, angry’ or ‘worried’. (PSED)
 | * Use talk to work out problems and organise thinking and activities, explain how things work and why they might happen. (CL)
* See themselves as a valuable individual. (PSED)
* Show resilience and perseverance in the dace of a challenge. (PSED)
 | * Hold a conversation when engaged in back-and-forth exchanges with teachers and peers. (CL)
* 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. (CL)
* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)
* Set and begin to work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED)
* Be confident to try new activities and show independence, resilience, perseverance in the face of challenge. (PSED)
 | * Takes and shares responsibility, e.g. for their own behaviour.
* Recognises what they like and dislike, what is fair and unfair.
* Recognises what they are good at from what others tell them.
* Expresses positive qualities about themselves.
* Uses different words to describe feelings.
* Communicates feelings to others.
* Developing simple strategies to manage feelings.
 | * Understands the difference between impulsive and thinking behaviour.
* Shares their opinions on things that matter to them.
* Recognises, names and deals with their feelings in a positive way.
* Reflects on and evaluates their own experiences to set simple goals.
* Responds with increasing confidence to new people and situations.
* Identifies people who work in the community and who to ask for help.
* Uses different words to describe feelings.
* Communicates feelings to others.
* Continues to develop simple strategies to manage feelings.
 | * Asks questions and is able to talk about their views, thoughts and feelings on issues that affect themselves and their class.
* Begins to recognise their worth as individuals by identifying positive things about themselves and their achievements.
* Able to face new challenges positively and knows when to seek help.
* Able to identify the range of jobs carried out by people they know.
 |
| **Active Citizens** |
| * Begin to show ‘effortful control’ for example waiting for a turn and resisting the urge to push to the front. (PSED)
* Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. (PSED)
* Notices differences between people. (UW)
 | * Increasingly following rules and understanding why they are important. (PSED)
* Do not always need an adult to remind them of a rule. (PSED)
* Develop appropriate ways of being assertive. (PSED)
* Beginning to understand how others might be feeling. (PSED)
* Show an interest in different occupations. (UW)
* Continue to develop positive attitudes about the differences between people. (UW)
 | * Develop social phrases. (CL)
* Identify and moderate their own feelings socially and emotionally. (PSED)
* Think about the perspective of others. (PSED)
* Recognise that people have different beliefs and celebrate special times in different ways. (UW)
 | * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED)
* Set and begin to work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED)
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (PSED)
* Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)
* Talk about the lives of other people around them and their roles within society. (UW)
 | * Continues to develop empathy for others.
* Recognises what is right and wrong and shows responsibility for themselves and others in different situations.
* Makes, agrees and follows rules for their group and classroom.
* Knows how to apologise and make amends.
* Realises that people and other things have needs.
* Develops understanding of groups they belong to.
* Contributes to the life of the class and school.
* Asks questions of a range of adults.
 | * Listens and responds in group discussions.
* Expresses own views with increasing confidence.
* Participates in a simple debate about school issues.
* Identifies different choices they can make.
* Recognises the difference between right and wrong.
* Able to make “I” statements instead of blaming others.
* Beginning to understand that they have more responsibilities to meet the needs pf living things.
* Begins to understand what harms their local, natural and built environments and make suggestions to improve them.
* Works together as a class or group on a project.
 | * Values contributions of others in discussion.
* Begins to develop negotiating strategies.
* Participates in making and changing rules.
* Contributes to decision making in a small group.
 |
| **Healthy Living and Safer Lifestyles** |
|  | * Starting to eat independently and learning how to use a knife and fork. (PD)
* Be increasingly independent as they get dressed and undressed. (PSED)
* Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (PD)
* Make healthy choices about food, drink, activity and toothbrushing. (PD)
 | * Manage their own needs, (PSED)
* Know about the different factors that support their overall health and wellbeing. For example, physical activity, toothbrushing, amount of screen time, good sleep routines and being a safe pedestrian. (PSED)
* Further develop the skills they need to manage the school day. For example, lining up, mealtimes and personal hygiene (PSED) .
 | * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED)
 | * Begins to make simple choices that improve their health and wellbeing.
* Begins to maintain personal hygiene.
* Begins to understand that certain actions spread disease.
* Identifies the main parts of the body.
* Says no when subject to pressure / something feels wrong.
* Asks for help from adults.
* Knows how to make informed choices.
* Understands the role of drugs as medicines.
* Knows that household products, including medicines, can be harmful if not used properly.
* Shares rules and ways of keeping safe.
* Talks about growing, changing and becoming independent.
* Identifies different ways of keeping safe and knows that they do not keep secrets.
* Understands how privacy works in different contexts.
* Knows that people’s bodies can be hurt.
 | * Makes simple choices that improve their health and wellbeing.
* Maintains personal hygiene.
* Understands that certain actions spread disease
* Understands rules for keeping safe in the environment (roads, railways, people, fire, water) and recognises potential risks to self and others.
* Makes sensible choices (food, games, television, money).
* Knows how to make informed choices.
* Understands alternatives to taking medicines.
* Knows they have a shared responsibility for keeping themselves and others safe.
* Knows that people’s bodies can be hurt.
* Knows household products ate hazards if not used properly
* Explores the meaning of privacy; their rights to keep things private and the importance of respecting others’ privacy.
 | * Begins to make informed choices (food, exercise, lifestyle).
* Follows simple, safe routines to reduce the spread of bacteria / viruses.
* Manages hygiene procedures.
 |
| **Relationships** |
| * Find ways to calm themselves, through being calmed and comforted by their key person. (PSED)
* Develops friendships with other children. (PSED)
* Make connections between the features of their family and other families. (UW)
 | * Play with one or more other children, extending and elaborating play ideas. (PSED)
* Help to find solutions to conflicts and rivalries. For example, excepting that not everyone can be Spiderman in a game and suggesting other ideas. (PSED)
* Talks with others to solve conflicts. (PSED)
* Begin to make sense of their own life-story and family’s history. (UW)
 | * Build constructive and respectful relationships. (PSED)
* Express their feelings and consider the feelings of others. (PSED)
* Talk about members of their immediate family and community. (UW)
* Name and describe people who are familiar to them. (UW)
 | * Work and play cooperatively and take turns with others. (PSED)
* For positive attachments to adults and friendships with peers. (PSED)
* Show sensitivity to their own and others’ needs. (PSED)
 | * Listens to other people, plays and works co-operatively.
* Developing a caring attitude towards family, friends and each other.
* Greets and talks to adults.
* Develops positive relationships through work and play.
* Recognises worth in others and says why someone is special to them.
* Makes new friends and copes with losing friends.
* Manages change positively.
* Knows who to go to to ask for help.
* Identifies way in which we are the same and what we have in common.
 | * Recognises how their behaviour affects other people.
* Identifies and respects the differences and similarities between people.
* Understands there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying (including cyber bullying).
* Considers social and moral dilemmas that they come across every day.
* Voices differences of opinion sensitively and courteously.
* Identifies ways in which they are unique.
* Offers constructive support and feedback to others.
 | * Understands that their actions affect themselves and others.
* Able to empathise with another viewpoint.
* Consolidates understanding of differences and similarities between people.
* Recognises their own and other people’s feelings.
* Initiates friendships.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Science (page 1 of 2)** |
| **Working Scientifically** |
| **Pre-nursery**  | **Nursery**  | **Reception**  | **ELG** | **Year 1** | **Year 2** | Mastery & Greater Depth  |
| * Understands simple questions about ‘who’, ‘what’ and where. (CL)
 | * Understand ‘why’ questions. Like: ‘why do you think the caterpillar got fat?’ (CL)
* Use all of their senses in hands-on exploration of natural materials. (UW)
* Talk about what they see, using a wide vocabulary. (UW)
* Explore how things work. (UW)
* Learn new vocabulary. (CL)
* Ask questions to find out more and check what has been said to them. (CL)
* Articulate their ideas in well formed sentences. (CL)
* Describe events in some detail. (CL)
* Use new vocabulary in different contexts. (CL)
* Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. (CL)
 | * Describe what they see, hear, and feel while they are outside. (UW)
 | * Make comments about what they have heard and ask questions to clarify their understanding. (PSED)
 | * Asks simple questions and recognises that they can be answered in different ways.
* Observes closely using simple equipment.
* Performs simple tests.
* Identifies and classifies.
* Uses their observations and ideas to suggest answers to questions.
* Gathers and records data to help in answering questions.
* Makes simple comparisons through observations.
* Uses simple scientific language.
* Uses IT to show their working.
* Makes accurate measurements.
* Records their findings using standard units.
* Shows their work using pictures, labels and captions.
* Finds out by watching, listening, tasting, smelling and touching.
* Talks about what they see, touch, smell, hear and taste.
 | * Asks simple questions and recognises that they can be answered in different ways.
* Observes closely using simple equipment.
* Performs simple tests.
* Identifies and classifies.
* Uses their observations and ideas to suggest answers to questions.
* Gathers and records data to help in answering questions.
* Explores and observes in order to collect data and describes and compares findings.
* With help, suggests some ideas and questions and predicts what might happen.
* Uses more complex scientific language.
* Records findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts and displays.
* Says whether what happened was what was expected and draws simple conclusions to help answer questions.
* Organises things into groups.
* Finds simple patterns (or associations).
* Explains why it might not be fair to compare two things.
* Uses sight, touch, smell, hear or taste to help them answer questions
* Measure accurately using simple equipment.
 | * Asks relevant questions and uses different types of scientific enquiries to answer them.
* Uses straightforward scientific evidence to answer questions or to support their findings.
* Makes systematic and careful observations and where appropriate, takes accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
* Sets up simple practical enquiries, comparative and fair tests.
* Identifies differences, similarities or changes related to simple scientific ideas and processes.
* Uses results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
* Records findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
* Gathers, records, classifies and presents data in a variety of ways to help in answer questions.
* Reports on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
 |
| **Plants** |
| * Explore and respond to different natural phenomena in their setting and on trips. (UW)
 | * Plant seeds and care for growing plants. (UW)
* Understand the key features of the life cycle of a plant and an animal. (UW)
* Begin to understand the need to respect and care for the natural environment and all living things. (UW)
 | * Understand the effect of changing seasons on the natural world around them. (UW)
 | * Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)
* Understand some important process and changes in the natural world around them, including the seasons and changing states of matter. (UW)
 | * Identifies and describes the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
* Identifies and names a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.
 | * Finds out and describes how plants need water, light and a suitable temperature to grow and stay healthy.
* Observes and describes how seeds and bulbs grow into mature plants.
 | * Identifies and describes the functions of different parts of flowering plants; roots, stem, leaves and flowers.
* Explores the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.
* Investigates the way in which water is transported within plants.
* Describes what plants need to survive and link it to where they are found.
* Explains that plants grow and reproduce in different ways.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Science (page 2 of 2)** |
| **Animals, including Humans** |
| * Explore and respond to different natural phenomena in their setting and on trips. (UW)
 | * Makes healthy choices about food, drink, activity and toothbrushing. (PD)
* Understand the key features of the life cycle of a plant and an animal. (UW)
* Begin to understand the need to respect and care for the natural environment and all living things. (UW)
 | * Know and talk about the different factors that support their overall health and wellbeing. For example, physical activity, toothbrushing, amount of screen time, good sleep routines and being a safe pedestrian. (PSED)
 | * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED)
* Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)
 | * Identifies and names a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
* Identifies and names a variety of common animals that are carnivores, herbivores and omnivores.
* Describes and compares the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals, and invertebrates, including pets).
* Identifies, names, draws and labels basic parts of the human body and say which part of the body is associated with each sense.
 | * Notices that animals, including humans have offspring which grow into adults.
* Finds out about and describes the basic needs of animals, including humans for survival (water, food, air).
* Describes the importance for humans of exercise, eating the right amounts of different food types, and hygiene.
* Describes the life cycle of some living things (e.g. eggàchickenà

chicken) | * Constructs and interprets a variety of food chains, identifying producers, predators and prey.
* Identifies that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
* Identifies that humans and some animals have skeletons and muscles for support, protection and movement.
 |
| **Living Things and Habitats** |
| * Explore and respond to different natural phenomena in their setting and on trips. (UW)
 | * Understand the key features of the life cycle of a plant and an animal. (UW)
* Begin to understand the need to respect and care for the natural environment and all living things. (UW)
 | * Recognise some environments that are different to the one in which they live. (UW)
* Understand the effect of changing seasons on the natural world around them. (UW)
 | * Explore the natural world around them, making observations and drawing pictures of animals and plants. (UW)
* 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. (UW)
 | * Sorts living and non-living things.
 | * Explores and compares the differences between things that are living, dead and things that have never been alive.
* Identifies that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
* Identifies and names a variety of plants and animals in their habitats including micro-habitats.
* Describes how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
 | * Recognises that environments can change and that this can sometimes pose dangers to living things.
* Identifies and names a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
 |
| **Everyday Materials** |
| * Explore materials with different properties. (UW)
* Explore natural materials, both indoors and outdoors. (UW)
 | * Explore collections of materials with similar and/or different properties. (UW)
* Explore and talk about the different forces they can feel. (UW)
* Talk about the differences between materials and changes they notice. (UW)
 | * Explore the natural world around them. (UW)
 | * Understand some important process and changes in the natural world around them, including the seasons and changing states of matter. (UW)
 | * Distinguishes between an object and the material from which is it made.
* Identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
* Describes the simple physical properties of a variety of everyday materials.
* Compares and groups together a variety of everyday materials on the basis of their simple physical properties.
* Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
 | * Identifies and compares the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.
* Compares how things move on different surfaces.
* Describes the properties of different materials using words like; transparent, opaque, flexible etc.
* Sorts materials into groups and say why they have sorted them in that way.
* Says which materials are natural and which are man-made.
* Explains how materials are changed by heating and cooling.
* Identifies which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.
* Explains how materials are changed by bending, twisting and stretching.
 | * Sets up a simple test to explore the differences between materials.
* Sets up a test to explore whether or not materials are attracted to magnets.
* Sets up a test to explore whether or not a material will float or sink.
* Compares the properties of materials in different situations e.g. floating in salty water, magnetism in water.
* Describes what it means to reverse a change.
* Describes which changes can be reversed.
* Describes which changes cannot be reversed.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Religious Education (page 1 of 2)** |
| **Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth)** |
| **Pre-nursery** | **Nursery** | **Reception**  | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
| * Notice differences between people. (UW)
* Make connections between the features of their family and their families. (UW)
 |  | * Recognises that people have different beliefs and celebrate special times in different ways. (UW)
 | * Talk about the lives of the people around them and their roles in society. (UW)
* Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW)
 | * Talks about the fact that Christians believe in God and follow the example of Jesus.
* Recognises some Christian symbols and images used to express ideas about God.
* Talks about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.
* Identifies some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.
* Recognises that Muslims do not draw Allah the Prophet, but use calligraphy to say what God is like.
* Talks about the fact that Jewish people believe in God.
* Recognises that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat).
* Talks about some of the stories that are used in religions and why people still read them.
* Recognises some ways in which Christians, Muslims and Jewish people treat their sacred books.
 | * Talks about some simple ideas about Christian beliefs about God and Jesus.
* Retells a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.
* Talks about issues of good and bad, right and wrong arising from the stories
* Asks some questions about believing in God and offers some ideas of their own.
* Talks about some simple ideas about Muslim beliefs about God, making links with some of the

99 Names of Allah.* Retells a story about the life of the Prophet Muhammad.
* Recognises some objects used by Muslims and suggests why they are important.
* Identifies some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
* Talks about how the mezuzah in the home reminds Jewish people about God.
* Talks about how Shabbat is a special day of the week for Jewish people, and gives some examples of what they might do to celebrate Shabbat.
* Retells a story that shows what Jewish people at the festival of Sukkot Chanukah or Pesach might think about God, suggesting what it means.
* Asks some questions about believing in God and offers some ideas of their own.
* Recognises that sacred texts contain stories which are special to many people and should be treated with respect.
* Retells stories from the Christian Bible and stories from another faith; suggesting the meaning of these stories.
* Asks and suggests answers to questions arising from stories Jesus told and from another religion.
 | * Makes links between what Jesus taught and what Christians believe and do.
* Responds thoughtfully to a piece of Christian music and Bible text that inspired it.
* Makes links between that the Holy Qur’an says and how Muslims behave.
* Asks some questions about god that are hard to answer and offer some ideas of their own.
* Makes links between some Jewish teachings and how Jewish people live.
* Expresses their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.
* Suggests own ideas about stories from sacred texts and gives reasons for their significance.
* Makes links between the messages within sacred texts and the way people live.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Religious Education (page 2 of 2)** |
| **Expressing (religious and spiritual forms of expression; questions about identity and diversity)** |
| **Pre-nursery**  | **Nursery**  | **Reception**  | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
|  | * Develop their sense of responsibility and membership of a community. (PSED)
* Continue to develop positive attitudes about differences between people. (UW)
 | * Understand that some places are special to members of their community. (UW)
 | * Show sensitivity to their own and others’ needs. (PSED)
 | * Recognises that there are special places where people go to worship, and talk about what people do there.
* Identify at least three objects used in worship in two religions.
* Identifies a special time they celebrate and explains simply what celebration means.
* Talks about ways in which Jesus was a special person who Christians believe it the Son of God.
 | * Identifies special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.
* Talks about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.
* Describes some of the ways in which people use music in worship, and talks about how different kinds of music makes them feel.
* Asks good questions during a school visit about what happens in a church, synagogue or mosque.
* Identifies some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.
* Retells stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and says why these are important to believers.
* Ask questions and suggests answers about stories to do with Christian festivals and a story from a festival in another religion.
* Collects examples of what people do, give, sing remember or think about at the religious celebrations studied, and say why they matter to believers.
 | * Suggests meanings to religious songs, responding sensitively to ideas about thanking and praising.
* Begins to be awareness that some people regularly worship God in different ways and in different places.
* Suggests meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr.
* Identifies some similarities and differences between the celebrations studies.
 |
| **Living (religious practices and ways of living; questions about values and commitments)** |
|  | * Develop their sense of responsibility and membership of a community. (PSED)
 | * See themselves as a valuable individual. (PSED)
* Think about the perspectives of others. (PSED)
* Talk about members of their immediate family and community. (UW)
* Name and describe people who are familiar to them. (UW)
 |  | * value about belonging to a group that is important to them.
* Shows an awareness that some people belong to different religions.
* Talks about how religions teacher that people are valuable, giving simple examples.
* Recognises that some people believe God created the world and so we should look after it.
 | * Recognises and names some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.
* Gives an account of what happens in a traditional Christian infant baptism / dedication and suggests what the actions and symbols mean.
* Identifies two ways people show they belong to each other when they get married.
* Responds to examples of cooperation between different people.
* Retells Bible stories and stories from another faith about caring for others and the world.
* Identifies ways that some people make a response to God by caring for others and the world.
* Talks about issues of good and bad, right and wrong arising from the stories.
* Talks about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.
* Uses creative ways to express their own ideas about the creation story and what it says about what God is like
 | * examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.
* Identify some similarities and differences between the ceremonies studied.
* Gives examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.
* Answer the title question ‘How should we care for others and the world, and why does it matter?’ thoughtfully, in the light of their learning in this unit.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Speaking and Listening** |
| **Listening and attention** |
| **Pre-nursery**  | **Nursery** | **Reception**  | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
| * Generally focused on activity of their own choice and find it difficult to be directed by an adult. (CL)
* Listen to other people’s talk with interest, but can be easily distracted by other things. (CL)
* Listens to simple stories and understand what is happening, with the help of picture. (CL)
* Enjoy songs and rhymes, tuning in and paying attention. (L)
* Pay attention and responds to the pictures or words. (L)
 | * Enjoy listening to longer stories and can remember much of what happens. (CL)
* Can find it difficult to pay attention to more than one thing at a time. (CL)
* Listens with increasing attention to sound. (EAD)
 | * Understands how to listen carefully and why listening is important. (CL)
* Listen to and talk about stories to build familiarity and understanding. (CL)
* Listens carefully to rhymes and songs, paying attention to how they sound. (CL)
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (CL)
* Listen attentively, move to and talk about music, expressing their
* feelings and response. (CL)
* listen to and talk about stories to build familiarity and understanding. (CL)
 | * 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. (CL)
* Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (CL)
 | * Takes turns to speak to and with others.
* Looks at who’s talking to them.
* Starts conversations with other people and joins in with group conversations.
* Listens to others, listening and responding to ideas expressed, taking account of their opinions and usually responding appropriately.
 | * Takes turns to talk, listening and responding in two-way conversations and groups.
* Listens carefully and responds with increasing appropriateness to what others say.
* Asks lots of questions to find out specific information including ‘how’ and ‘why’.
* Begins to recognise and value the opinions of others.
 | * Listens confidently in different contexts.
* Shows careful listening through relevant comments and questions,
* Understands the interests of the listener, e.g. “guess who I saw yesterday?”
* Keeps conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.
 |
| **Speaking**  |
| * Can become frustrated when they can’t make themselves understood. (CL)
* Start to say how they are feeling, using words as well as actions. (CL)
* Start to develop conversation, often jumping from jumping from topic to topic. (CL)
* Use speech sounds p,b,m,w. (CL)
* Are usually learning to pronounce:

l/r/w/ys/sh/ch/dz/jf/thmulti-syllabic words such as banana. (CL)* Notice and ask questions about differences such as, skin colour, hair type….(PSED)
* Are talking about their feelings in more elaborate ways. (PSED)
* Say some words in songs and rhymes. (L)
* Sings songs and says rhymes independently. (L)
* Repeats words or phrases from familiar stories. (L)
* Asks questions about a book. Makes comments and shares ideas. (L)
 | * Can start a conversation with an adult or a friend and can continue it for many turns. (CL)
* Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. (CL)
* Show more confidence in new social situations. (PSED)
* Develop appropriate ways of being assertive. (PSED)
* Create their own song or improvise a song around one that they know. (EAD)
* Use a wider range of vocabulary. (CL)
* Develop their communication, but may to continue to have problems with irregular tenses and plurals. (CL)
* Use longer sentences of four to six words. (CL)
* Engage in extended conversations about stories, learning new vocabulary. (L)
* Talk about what they see, using a wide vocabulary. (UW)
* Use talk to organise themselves and their play. (CL)
* Play with one or more children, extending and elaborating play

ideas. (PSED) Talk with others to solve conflicts. (PSED) Talk about their feelings using words such as ‘happy’, ‘sad’, ‘angry’ or ‘worried’. (PSED) * Explore and talk about the different forces they feel. (UW)
* Talk about the differences between materials and changes they notice. (UW)
* Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses. (EAD)
 | * Asks questions to find out more and check they understand what has been said to them, (CL)
* Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL)
* Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (CL)
* Learns rhymes, poems and songs. (EAD)
* Watch and talk about dance and performance art, expressing their feelings and responses. (EAD)
* Sing in a group or on their own, increasing matching the pitch and following the melody. (EAD)
* Learn new vocabulary. (CL)
* Use new vocabulary throughout the day. (CL)
* Articulate their ideas and thoughts through well-formed sentences. (CL)
* Develop new social phrases. (CL)
* Describe events in some detail. (CL)
* Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. (CL)
* Develop social phrases. (CL)
* Use vocabulary in different contexts. (CL)
* Express their feelings and consider the feelings of others. (PSED)
* Talk about their immediate family and community. (UW)
* Name and describe people who are familiar to them. (UW)
* Comment on images of familiar situations in the past. (UW)
* Describe what they see, hear and feel whilst outside. (UW)
 | * Make comments about what they have heard and ask questions to clarify their understanding. (CL)
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CL)
* Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)
* Sings a range of well-known nursery rhymes and songs. (EAD)
* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CL)
* 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 form their teacher. (CL)
* Ofer explanations for why things might happen, making use of recently introduced vocabulary from stories, nom-fiction, rhymes and poems where appropriate. (CL)
* Talk about the lives of the people around them and their roles in society. (UW)
* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW)
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (UW)
* Share their creations, explaining the process they have used. (EAD)
* Invent, adapt and recount narratives and stories with peers and their teacher. (EAD)
* Perform songs, rhymes, poems and stories with others, and try to move in time to music. (EAD)
 | * Initiates conversations with others, understanding they need to look at the audience when they are speaking.
* Produces speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors.
* Conveys simple meanings to a range of listeners:
* Talks about matters of immediate interest.
* Lists and describes events.
* Retells favourite stories.
* Begins to use longer or more complicated details within their speech to extend ideas or accounts.
* Gives details that they know are important and will influence the listener.
 | * Takes turns to talk, listen and respond in two-way conversations and groups.
* Uses speech that is clear and easily understood by others.
* Begins to show confidence in talking, particularly where the topics interest them.
* Shows awareness of the needs of the listener by including relevant detail.
* Uses a growing vocabulary when developing and explaining ideas.
* Uses more complicated grammar including using conjunctions to link ideas/phrases to help explain and justify ideas/events or opinions e.g. because, so, then.
* Describes their own experiences in detail and in the correct order.
* Re-tells stories with important key components in place.
* Has a growing awareness of grammatically accurate Standard English.
* Begins to be aware of what the listener knows already and make checks while telling the story.
* Begins to understand that they need to use different styles of talk with different people.
 | * Join in discussions using appropriate and relevant vocabulary.
* Speaks clearly, fluently and accurately in a range of contexts, exploring and communicating ideas and offering relevant contributions.
* Selects and uses appropriate language for a range of people in different situations. E.g. complimenting or criticising, clarifying and negotiating.
* Uses language for a range of different reasons e.g. describing, clarifying, explaining, etc.
* Begins to adapt what they say to the needs of the listener, varying vocabulary and level of detail.
* Beginning to be aware of Standard English and when it is used.
* Makes increasingly adventurous word choices.
* Links points made with appropriate conjunctions and connecting phrases to provide a coherent thread.
* Varies their tone of voice to make information more exciting.
 |
| **Understanding**  |
| * Understand sing words in context. (CL)
* Understand frequently used words. (CL)
* Understand simple instructions like “stop”. (CL)
* Recognise and point to objects if asked about them. (CL)
* Identify familiar objects when described. (CL)
* Understand and act on longer sentences like ‘make teddy jump’. (CL)
* Understand simple questions about ‘who’, ‘what’ and ‘where’. (CL)
 | * Enjoy listening to longer stories and can remember much of what happens. (CL)
* Understand a question or instruction that has two parts, such as ‘get your coat and wait at the door.’(CL)
* Increasingly follow rules, understanding why they are important. (PSED)
* Understand ‘why’ questions. (CL)
 | * Asks questions to find out more and check they understand what has been said to them, (CL)
 | * Make comments about what they have heard and ask questions to clarify their understanding. (CL)
* Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)
* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (CL)
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (CL)
 | * Follows instructions whilst busy with another task.
* Follows 2-3 part spoken instructions, e.g. “get your coat, then choose a partner and line up by the door.”
* Understands and answers ‘how’, ‘what’ and ‘why’ questions, with obvious, straight-forward answers.
 | * Understands complex 2-3 part instructions including more abstract/imaginative situations e.g. “choose a character from one story, talk to your partner about how they feel at the end of the story.”
* Understands key points they need to focus on in order to answer a question or follow an instruction.
* Asks lots of questions to find out specific information .
* ‘Digs deeper’ when questioning others to extend their knowledge.
* Responds appropriately to the answers to their questions.
* Infers what a new word means by context.
 | * Shows understanding of the main points in discussions.
* Listens to information, works out what is the important information they need to convey to their audience.
* Specific when asking for clarification.
* Infers meanings and makes predictions from what is said and how it is said.
* Asks question to seek additional information for clarification.
* Beginning to understand that there is a logical sequence to asking questions.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Reading** |
| **Word Reading**  |
| **Pre-nursery**  | **Nursery**  | **Reception**  | **ELG** | **Year 1** | **Year 2** | **Mastery &Greater Depth** |
| * Pay attention and responds to the pictures or the words. (L)
* Repeat words or phrases from a familiar story. (L)
* Notices print, such as the first letter of their names, a bus or door number, or a familiar logo. (L)
 | * Develop their phonological awareness, so that they can:
* Spot and suggest rhymes.
* Count or clap syllables in words
* Recognise words with the same initial sound, such as money and mother. (L)
* Understands the five main concepts about print:
* Print has meaning
* The names of different parts of a book
* Print can have different purposes
* Page sequencing
* We read English from left to right and from top to bottom (L)
 | * Read individual sounds by saying the sounds for them. (L)
* Blend sounds into words, so that they can read short words made up of letter-sounds correspondence. (L)
* Read some letter groups that each represent one sound and say sounds for them. (L)
* Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. (L)
* Read a few common exception words matched to the school’s phonics programme. (L)
* Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (L)
 | * + - * Say a sound for each letter in the alphabet and at least 10 diagraphs. (L)
			* Read words consistent with their phonetic knowledge by sound -blending. (L)
			* Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. (L)
 | * + - * Applies phonic knowledge and skills to decode words.
			* Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
			* Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
			* Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
			* Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
			* Reads other words of more than one syllable that contain taught GPCs.
			* Reads words with contractions [e.g., I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).
			* Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require other strategies to work out words.
			* Re-reads books to build fluency and confidence in word reading.
 | * Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
* Reads accurately words of two or more syllables that contain the same GPCs as above.
* Reads words containing common suffixes.
* Reads further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.
* Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
* Reads aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
* Re-reads books to build fluency and confidence in word building.
 |  |
| **Reading Comprehension** |
| * Enjoys sharing books with adults. (L)
* Ask questions about the book. Makes
 | * Enjoy listening to longer stories and can remember much of what happens. (L)
* Understands ‘why’ questions relating to a story. (L)
* Engage in extended conversations about stories, learning new vocabulary. (L)
* Engage in extended conversations about stories, learning new vocabulary. (L)
 | * Listen to and talk about stories to build familiarity and understanding. (L)
* Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (L)
* Carefully listen to rhymes and songs, paying attention to how they sound. (L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (L)
* Compare and contrast characters from stories, including figures from the past. (UW)
* Engage in story times. (CL)
* Learn rhymes, poems and songs. (CL)
* Engage in non-fiction books. (L)
 | * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (L)
* Anticipate (Where appropriate) key events in stories. (L)
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (L)
* 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. (L)
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (L)
* Make use of props and materials when role playing characters in narratives and stories. (EAD)
* Invent, adapt and recount narratives and stories with their peers and their teacher. (EAD)
 | * Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently.
* Links what has been read or heard to own experiences.
* Familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
* Recognises and joins in with predictable phrases.
* Appreciates rhymes and poems and can recite some by heart.
* Discusses word meanings, linking new meanings to those already known.
* Draws on what is already known or on background information and vocabulary provided by the teacher.
* Checks that texts make sense as reads and corrects inaccurate reading.
* Discusses the significance of the title and events.
* Makes inferences on the basis of what is being said and done.
* Predicts what might happen on the basis of what has been read so far.
* Participates in discussions about what is read to them, taking turns and listening to what others say.
* Explains clearly understanding of what is read to them.
 | * Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
* Discusses the sequence of events in books and how items of information are related.
* Familiar with and can retell a wider range of stories, fairy stories and traditional tales.
* Introduced to non-fiction books that are structured in different ways.
* Recognises simple recurring literary language in stories and poetry.
* Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.
* Discusses favourite words and phrases.
* Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
* Draws on what is already known or on background information and vocabulary provided by the teacher.
* Checks that texts make sense as they read and corrects inaccurate reading.
* Makes inferences on the basis of what is being said and done.
* Answers and asks questions.
* Predicts what might happen on the basis of what has been read so far.
* Participates in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
* Explains and discusses their understanding of books, poems and other material, both those listened to and those read by self.
 | * Makes inferences (in a book they are reading independently).
* Makes plausible predictions about what might happen on the basis of what has been read so far (in a book they are reading independently).
* Makes links between the book they are reading and other books they have read (in a book they are reading independently).
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Writing (page 1 of 2)** |
| **Writing Grammar** |
| **Pre-nursery**  | **Nursery**  | **Reception** | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
|  | * Understand ‘why’ questions. (CL)
* Develop their communication, but may continue to have problems with irregular tenses and plurals. (CL)
 | * Writes short sentences with words with known letter-sounds correspondences using a capital letter and full stop. (L)
* Articulate their ideas and thoughts in well-formed sentences. (CL)
* Connect one idea or action to another using a range of connectives. (CL)
 | * 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. (CL)
 | * Leaves spaces between words.
* Joins words and joins clauses using ‘and’.
* Demarcates **SOME** sentences with a capital letter and full stop.
* Demarcate **SOME** sentences with question or exclamation marks.
* Uses a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.

**Uses grammatical terminology when discussing own writing:** * letter and capital letter
* singular and plural
* word and sentence
* punctuation and full stop
* question mark and exclamation mark.
 | * Demarcates **MOST** sentences with a capital letter and full stop, question or exclamation mark.
* Uses commas to separate items in a list.
* Uses apostrophes for contracted forms.
* Uses apostrophes to mark singular possession in nouns e.g. the girl’s book.
* Uses sentences with different forms in own writing (statements, questions, exclamations, commands).
* Uses **SOME** expanded noun phrases to describe and specify e.g. the blue butterfly.
* Uses the present and past tense **MOSTLY** correctly and consistently, including the progressive form.
* Usessubordination (when / if / that / because).
* Uses coordination (or/and/but)
* Learning how to use some features of written Standard English.

**Uses and understands grammatical terminology when discussion own writing:** * nouns and noun phrases
* statements, questions, exclamations and commands
* compounds
* adjectives, verbs, adverbs
* suffixes
* present and past tense
* apostrophes and commas
 | * Uses the punctuation taught at Key Stage 1 mostly correctly (see English Appendix 2).
 |
| **Writing Composition** |
| * Enjoy drawing freely. (L)
* Add some marks to their drawings, which they give meaning to. (L)
* Makes marks on their picture to stand for their name. (L)
* Asks questions about a book. Makes comments and shares their own ideas. (L)
* Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (EAD)
* Start to develop conversation, jumping from topic to topic. (CL)
* Listen to simple stories and understand what is happening with the help of pictures. (CL)
 | * Know many rhymes, be able to talk about familiar stories, learning new vocabulary. (CL)
* Engage in extended conversations about familiar books, learning new vocabulary. (L)
* 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. (L)
* Write some or all of their name. (L)
* Write some letters accurately. (L)
* Use a wider range of vocabulary. (CL) To 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. (CL)
* Can start a conversation with an adult or a friend and continue it for many turns. (CL)
* Use talk to organise themselves and their play. (CL)
 | * Learn new vocabulary. (CL)
* Articulate their ideas and thoughts in well-formed sentences. (CL)
* Describe events in some detail. (CL)
* Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. (CL)
* Listen to and talk about stories to build familiarity and understanding. (CL)
* Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some as their own words. (CL)
* Use new vocabulary in different contexts. (CL)
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (CL)
* Writes short sentences with words with known letter-sounds correspondences using a capital letter and full stop. (L)
* Re-read what they have written to check that it makes sense. (L)
* Develop story lines in their pretend play. (EAD)
* Develop social phrases (CL)
 | * Write recognisable letters, most of which are formed correctly. (L)
* Spell words by identifying the sounds and then writing the sound with the letter/s. (L)
* Write simple phrases and sentences that can be read by others. (L)
* Invent, adapt and recount narratives and stories with peers and teachers. (EAD)
* Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. (CL)
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL)
* 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. (CL)
 | * Says out loud what they are going to write about.
* Composes sentences orally before writing it.
* Sequences sentences to form short narratives.
* Re-reads what they have written to check that it makes sense.
* Discusses what they have written with the teacher or other pupils.
* Reads aloud own writing clearly enough to be heard by peers and the teacher.
 | **Develops a positive attitude towards and stamina for writing:** * Writes narratives about personal experiences and those of others (real and fictional).
* Writes about real events.
* Writes poetry.
* Writes for different purposes.

**Considers what they are going to write before beginning:** * Plans and says out loud what they are going to write about.
* Writes down ideas and/or key words, including new vocabulary.
* Encapsulates what they want to say, sentence by sentence.

**Makes simple additions, revisions and corrections to own writing:** * Evaluates writing with the teacher and other pupils.
* Re-reads to check that writing makes sense.
* Re-reads to check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
* Proof-reads to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.
* Reads aloud what has been written with appropriate intonation to make the meaning clear.
 | * Writes effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar.
* Makes simple additions, revisions and proof-reading corrections to own writing.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Writing (page 2 of 2)** |
| **Spelling** |
| **Pre-nursery**  | **Nursery**  | **Reception** | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
|  | * 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. (L)
 | * Spell words by identifying the sounds and then writing the sound with the letter/s. (L)
 | * Spell words by identifying the sounds and then writing the sound with the letter/s. (L)
 | * Spells words containing each of the 40+ phonemes already taught.
* Spells **SOME** common exception words.
* Spells the days of the week.
* Spells compound words e.g. football, playground, farmyard.
* Spells words of more than one syllable in which the vowel sound is unclear e.g. pocket, rabbit.
* Names the letters of the alphabet in order.
* Uses letter names to distinguish between alternative spellings of the same sound.
* Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
* Uses the prefix un– to change the meaning of verbs and adjectives.
* Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.
* Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
 | * Segments spoken words into phonemes and represents these by graphemes, spelling MANY correctly.
* Spells phonemes for which one or more spellings are already known, and some words with each spelling, including a few common homophones.
* Spells MANY common exception words.
* Spells SOME words with contracted forms.
* Uses the possessive apostrophe (singular) e.g. the girl’s book.
* Distinguishes between homophones and near-homophones.
* Adds suffixes to spell SOME longer words correctly e.g. –ment, –ness, –ful, –less, –ly.
* Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
 | * Spells most common exception words (detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1).
* Adds suffixes to spell most words correctly (e.g. –ment, -ness, -ful, -less, -ly
 |
| **Handwriting** |
| * Develop manipulation and control. (PD)
* Explore different materials and tools. (PF)
* Uses large and small motor control to do things independently. (PD)
 | * Use large muscle movements to wave a flags and streamers, paint and make marks. (PD)
* Use one handed tools and equipment, for example, making snips with scissors. (PD)
* Use a comfortable grip with good control when holding pens and pencils. (PD)
* Shows a preference for a dominant hand. (PD)
* Write some letters accurately. (L)
 | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)
* Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. (PD)
* Develop the foundations of a handwriting style, which is fast, accurate and efficient. (PD)
* Form lower case and capital letters correctly. (L)
 | * Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. (PD)
* Write recognisable letters, most of which are formed correctly. (L)
 | * Sits correctly at a table, holding a pencil comfortably and correctly.
* Forms lower-case letters in the correct direction, starting and finishing in the right place, and of the correct size relative to one another in SOME writing.
* Forms capital letters.
* Forms digits 0-9.
* Understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practises these.
 | * Forms lower-case letters in the correct direction, starting and finishing in the right place, and of the correct size relative to one another in MOST writing.
* Uses the diagonal and horizontal strokes needed to join letters in SOME writing, and understands which letters, when adjacent to one another, are best left unjoined.
* Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
* Uses spacing between words that reflects the size of the letters.
 | * Uses the diagonal and horizontal strokes needed to join some letters.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Mathematics (page 1 of 3)** |
| **Numbers and Place Value** |
| **Pre-nursery**  | **Nursery**  | **Reception** | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
| * Take part in finger rhymes with numbers. (M)
* React to changes of amount in a group of up to three items. (M)
* Compare amounts, saying ‘lots’, ‘more’, ‘same’ and ‘fewer’. (M)
* Counting like behaviour, such as making sounds, pointing or saying some number names in sequence. (M)
* Count in everyday contexts, sometimes skipping numbers. (M)
 | * Recites numbers past 5. (M)
* Say one number name for each item in order: 1,2,3,4,5. (M)
* Know that the last number you reached when counting a small set of objects tells you how many there are in total. (M)
* Fast recognition of up to 3 objects, without having to count them individually (subitising) (M)
* Show ‘finger numbers’ up to 5. (M)
* Link numerals and amount: for example, showing the right amount number of objects to match the numerals up to 5. (M)
* Experiment with their own symbols and marks as well as numerals. (M)
* Compare quantities using language ‘more than’, ‘fewer than’. (M)
* Solve real world mathematical problems with numbers up to 5. (M)
 | * Count actions, objects and sounds. (M)
* Count beyond 10. (M)
* Subitise. (M)
* Link the number symbol (numeral) with its cardinal number value. (M)
* Compare numbers. (M)
* Understand the ‘one more than/ one less than’ relationship between consecutive numbers. (M)
* Explore the composition of numbers to 10. (M)
 | * Verbally count beyond 20, recognising the pattern of the counting system. (M)
* Subitise (recognising quantities without counting) up to 5. (M)
* Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or then same as another. (M)
* Have a deep understanding of numbers to 10, including the composition of each number. (M)
 | * Counts to 100 forwards and backwards.
* Counts from 0 or 1 or from any given number.
* Counts, reads and writes numbers to 100 in numerals.
* Counts in multiples of 2, 5 and 10.
* Identifies one more and one less than a given number.
* Identifies and represent numbers using objects & pictures including the number line.
* Uses number vocabulary such as equal to, more than, less than (fewer), most, least.
* Reads and writes numbers from 1 to 20 in numerals and words.
 | * Counts in steps of 2, 3, and 5 from 0.
* Counts in 10s from any number forwards and backwards.
* Recognises the place value of each digit in a two-digit number (tens, ones).
* Identifies and represents numbers in different ways.
* Estimates a number based on its position e.g. an arrow on a 0 to 10 number line.
* Reads and writes numbers to at least 100 in numerals and words.
* Compares and orders numbers from 0 up to 100.
* Rounds any two-digit number to the nearest 10.
* Uses the less than, more than and equals symbols in number sentences (<, > and =).
* Uses place value and number facts to solve problems.
 | * Uses reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨ ; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.).
* Solves unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’).
 |
| **Addition and Subtraction** |
| * **React to changes of amount in a group of up to three items. (M)**
 | * Solve real world mathematical problems with numbers up to 5. (M)
 | * Automatically recall number bonds for numbers 0-10. (M)
* Understand the ‘one more than/ one less than’ relationship between consecutive numbers. (M)
* Explore the composition of numbers to 10. (M)
 | * 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. (M)
* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. (M)
 | * Reads, writes & interprets mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
* Solves problems involving addition, subtraction and equals using practical equipment to help me.
* Knows and uses number bonds and related subtraction facts within 20.
* Adds and subtracts one-digit and two-digit numbers to 20, including 0.
* Solves missing number problems such as 7 = [ ] - 9.
 | * Adds and subtracts numbers using practical equipment to help and mentally:
* TO + O
* TO + multiple of 10
* TO + TO
* O + O + O
* Solves problems with addition and subtraction:
* using practical equipment.
* with numbers, quantities, and measures.
* using increasing mental calculation strategies and written methods.
* Recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100.
* Shows that addition can be done in any order (commutative).
* Shows that subtraction cannot be done in any order.
* Recognises and uses the inverse relationship between addition and subtraction.
* Uses and applies the inverse to check calculations.
* Uses and applies the inverse to solve missing number problems.
 | * Uses reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨ ; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.).
* Solves unfamiliar word problems that involve more than one step (e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’).
 |
| **Multiplication and Division** |
|  |  |  | * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. (M)
 | * Solves one-step problems involving multiplication and division using objects, pictures and arrays, with the support of the teacher.
 | * Recalls and uses multiplication facts for 2, 5 and 10 times tables.
* Recalls and uses division facts for the 2, 5 and 10 times tables.
* Recognises odd and even numbers.
* Uses the multiplication, division and equals symbols to calculate mathematical problems.
* Shows that multiplication of two numbers can be done in any order (commutative).
* Shows that division of one number by another cannot be done in any order.
* Solves problems involving multiplication and division within a variety of contexts using:
* practical equipment.
* arrays.
* repeated addition.
* mental methods.
* Multiplication/ division facts known.
 | * Recalls and uses multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Mathematics (page 2 of 3)** |
| **Fractions**  |
| **Pre-nursery**  | **Nursery**  | **Reception** | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
|  |  |  | * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. (M)
 | * Describes whole, half, quarter and three-quarter turns.
* Uses mathematical vocabulary to describe quarter, half and three-quarter turns.
 | * Recognises, names and writes the fractions 1/3, 1/4, 2/4, and 3/4.
* Finds 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
* Writes simple fractions, e.g. 1/2 of 6 = 3.
* Recognises simple equivalent fractions e.g. 2/4 is the same as half.
 | *
 |
| **Measures** |
| * Compare sizes, weights, etc. using gesture and language. Bigger, little, small, high, low, tall heavy. (M)
 | * Make comparisons between objects relating to size, length, weight and capacity. (M)
 | * Compare length, weight and capacity. (M)
 |  | * Compares, describes and solves problems for lengths and heights using words such as long, short, longer, shorter, tall, taller, short, shorter, double, half.
* Compares, describes and solves problems for mass or weight using words such as heavy, light, heavier than, lighter than.
* Compares, describes and solves problems for capacity/volume using words such as full, empty, more than, less than, half, half full, quarter.
* Measures and begins to record the length, height, mass/weight and capacity.
 | * Chooses and uses the standard units to estimate and measure:
* length/height (m/cm).
* mass (kg/g).
* temperature (°C).
* capacity (litres/ml).
* Chooses and uses the appropriate equipment to measure:
* length/height (*rulers).*
* *mass (scales).*
* *temperature (thermometers).*
* *capacity (measuring vessels*).
* Knows the relationship between units of measure for length, mass and capacity e.g. 100 cm = 1m, 1000g = I Kg, 1000ml = 1L.
* Uses knowledge of the relationship between units of measure to compare and order lengths, mass and capacity and record the results using >, < and =.
* Compares and describes mass or weight using words such as heavy, light, heavier than, lighter than.
* Compares and describes capacity using words such as full, empty, more than, less than, quarter.
* Measures and begins to record the length, height, mass and capacity.
 | * Reads scales where not all numbers on the scale are given and estimates points in between (the scale can be in the form of a number line or a practical measuring situation).
 |
| **Time**  |
|  | * Begin to describe a sequence of events, real or factual, using words, such as, ‘first’, ‘then’… (M)
 |  |  | * Compares, describes and solves problems for time using words such as quicker, slower, earlier, later.
* Tells the time to the hour.
* Tells the time to half past the hour.
* Draws hands on a clock face to show o’clock and half past times.
* Measures and begins to record time.
* Sequences events in chronological order using words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
* Uses language relating to dates.
* Says the days of the week.
* Says the months of the year.
 | * Understands, compares and sequences intervals of time such as seconds, minutes, hours, days, weeks, months, years.
* Knows the number of minutes in an hour and the number of hours in a day.
* Tells and writes quarter past and quarter to times.
* Draws the quarter past and to times on a clock face.
* Tells and writes the time to 5 minutes.
* Draws the times to 5 minutes on a clock face.
 | * Reads the time on a clock to the nearest 5 minutes.
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| **Langley Mill Church of England Infant School and Nursery – Curriculum Progression** |
| O:\Badges\LMI Langley Mill Infant and Nursery School NEW.jpg**Mathematics (page 3 of 3)** |
| **Money**  |
| **Pre-nursery**  | **Nursery**  | **Reception** | **ELG** | **Year 1** | **Year 2** | **Mastery & Greater Depth**  |
|  |  |  |  | * Recognises and knows the value of UK coins and notes.
* Orders coins from smallest to largest value.
* Solves simple addition and subtraction problems involving money.
 | * Recognise and uses symbols for pounds (£) and pence (p).
* Combines coins to make a given value.
* Finds different combinations of coins that equal the same amounts of money.
* Solves addition and subtraction money problems in the same unit of money, including giving change.
 |  |
| **Properties of shape (Patterns)**  |
| * Climb and squeezing selves into different types of spaces. (M)
* Build with a range of resources. (M)
* Complete inset puzzles. (M)
* Notice patterns and arrange things in patterns. (M)
 | * Talk about and explore 2D shapes using informal and mathematical language: side, corners, straight, flat and round. (M)
* Select shapes appropriately: flat surfaces for building a triangular pattern for a roof. (MD)
* Combine shapes to make new ones- and arch, a bigger triangle, etc. (M)
* Talk about and identify patterns around them. (M)
* Extend simple ABABAB patterns- stick, leaf, stick, leaf. (M)
* Notice and correct an error in a repeating pattern. (M)
 | * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (M)
* Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. (M)
* Continue, copy and create repeating patterns. (M)
 |  | * Recognises and names common 2D shapes including e.g. rectangles, squares, circles and triangles.
* Recognises and names common 3D shapes e.g. cuboids, pyramids and spheres.
 | * Identifies and describes the properties of 2D shapes including the number of sides.
* Identifies vertical lines of symmetry.
* Identifies and describes the properties of 3D shapes including the number of edges, vertices and faces.
* Identifies 3D shape faces and 2D shapes e.g. a circle on a cylinder and a triangle on a pyramid.
* Compares and sorts common 2D and 3D shapes and everyday objects according to their properties.
 | * Describes similarities and differences of 2D and 3D shapes, using their properties (e.g. that two different 2D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).
 |
| **Position and Direction** |
|  | * Understand position through words alone- for example, ‘The bag is under the table’ with nu pointing. (M)
* Describe a familiar route. (M)
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (M)
 | * Draw information from a simple map. (UW)
 |  | * Describes position, direction and movement, including whole, half, quarter and three-quarter turns.
 | * Orders and arranges combinations of mathematical objects in patterns and sequences, including those in different orientations.
* Uses mathematical language to describe position.
* Uses mathematical vocabulary to describe direction and movement such as quarter, half and three-quarter turns, clockwise, anti-clockwise, straight, left and right.
* Recognises quarter turns as right angles.
 |  |
| **Statistics**  |
|  | * Experiment with their own symbols and marks, as well as numerals. (M)
 |  |  |  | * Interprets and constructs:
* pictograms.
* tally charts.
* block diagrams.
* simple tables.
* Asks and answers simple questions involving:
* counting the number of objects in each category.
* totaling given categories.
* Compares given categories.
 |  |