



### Early Years Vision at the Keresley Schools

Our vision for our Keresley schools, is to provide our youngest children with the skills to be **responsible**, **successful** and independent life-long learners. Learners who are not afraid to try to use ambitious vocabulary through the **language** opportunities they are given, can communicate effectively with others and use their positive experiences with books and storytelling to further broaden their vocabulary base. Learners who develop a love of **learning**, who are not afraid to make mistakes, take risks, **solve problems** and be **enterprising** enough to try new things in their quest for knowledge. Learners who are **empathetic** to their peers in our school and wider school community and are able to work **together** and **collaboratively** in their independent challenges. Learners who when they leave us, are ready for the next stage of their learning, learning that impacts their **lives** so that they can become the best they can be.

### Early Years Curriculum Intent at the Keresley Schools

Learning at the Keresley schools starts with our children: our curriculum changes and develops to reflect this. It is our intention that the curriculum is distinctive to each cohort, engaging the children's curiosity so that their **learning** can happen organically. Our curriculum will support the children to become life-long resilient learners, with a positive attitude and the ability to work **collaboratively** with others. We will work in partnership with our families to support our children to grow as individuals, share exciting developments in their **lives** and develop key skills, such as independence and self-confidence. We will build on the skills we want our children to develop from the characteristics of effective learning, so that they can develop as critical thinkers, be willing to have a go and **solve problems**. We will have a clear focus on developing breadth in their **language** and communication and physical skills. We will ensure children can successfully communicate in a number of different ways with confidence and enthusiasm.



**The Keresley School Progression in Learning Framework – PSED**

**EYFS Statutory Educational Programme. Our curriculum needs to include: Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

**Knowledge**

**Skills**

**Self-Regulation I know...**

- What emotions look like in others
- My own and others behaviour has consequences
- Sometimes I have to wait for what I want

**Building Relationships I know...**

- How to share and take turns
- What makes a good friend
  - We are all unique
- The characteristics of bullying

**Managing Self I know...**

- The difference between right and wrong
- Different situations require different behaviours
- There are consequences for my actions

**Managing Self-care I know:**

- How to keep myself safe
- How to wash my hands to protect myself and others from germs
- The sequence of dressing and undressing

**Through a positive attitude the children will:**

- Share
- Imitate
- Listen to others
- Ask questions
- Express opinions
- Follow rules
- Negotiate
- Compromise
- Solve problems
- Accept and give compliments
- Manage behaviour
- Express emotions
- Make choices and decisions
- Dress and undress

**Characteristics of Effective Learning *that are relevant to PSED***

<p><b><u>Playing and Exploring</u></b></p> <ul style="list-style-type: none"> <li>Using senses to explore the world around them</li> <li>Representing their experiences through play</li> </ul>	<p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>Paying attention to details</li> <li>Persisting with activity when challenges occur Bouncing back after difficulties</li> </ul>	<p><b><u>Creative and Thinking Critically</u></b></p> <ul style="list-style-type: none"> <li>Finding ways to solve problems</li> <li>Finding new ways to do things</li> <li>Reviewing how well the approach worked</li> </ul>
<p><b><u>Self-regulation</u></b> <b><u>3 to 4 year old outcomes:</u></b></p> <ul style="list-style-type: none"> <li>They regulate their own behaviour but may struggle to resolve any disagreements with their peers.</li> <li>They independently choose resources that they need and can maintain concentration for longer in a busy environment.</li> </ul>	<p><b><u>Building relationships</u></b> <b><u>3 to 4 year old outcomes:</u></b></p> <ul style="list-style-type: none"> <li>They form strong friendships with the other children and are able to take turns and share.</li> <li>They are aware that others have ideas to contribute and talks confidently with their peers.</li> </ul>	<p><b><u>Managing-self</u></b> <b><u>3 to 4 year old outcomes:</u></b></p> <ul style="list-style-type: none"> <li>They are developing an understanding of emotions and are aware of how their behaviour can affect others.</li> <li>They can dress and undress independently.</li> </ul>
<p><b><u>Self-regulation</u></b> <b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>They 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.</li> </ul>	<p><b><u>Building relationships:</u></b> <b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Children explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b><u>Managing-self</u></b> <b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>Children work and play co-operatively and take turns with others.</li> <li>Children form positive attachments to adults and friendships with peers.</li> <li>Children show sensitivity to their own and to others' needs.</li> </ul>

**The Keresley School Progression in Learning Framework – Communication and Language**

**EYFS Statutory Educational Programme. Our curriculum needs to include: Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Knowledge**

**Speaking, Listening and Understanding I know...**

- Words carry meaning
- When it is my turn to speak
- The meaning of different words (including ambitious ones too!)
- What a sentence is
- Different words can mean the same thing
- Some words can have more than one meaning
- Adjectives describe nouns
- Nouns are objects
- Verbs are action words
- Plurals mean more than one
- Pronouns are used instead of people's names
- The present tense describes what is happening now
- The past tense describes what has already happened
- The future tense describes what is going to happen
- The rules of conversation
- Which words start a question
- Story telling vocabulary
- How to use my voice in different ways e.g. intonation, volume, projection

**Skills**

**I am learning to...**

**Listening, attention and understanding**

- Listen
- Sustain attention
- Follow instructions
- Process information
- Respond
- Predict
- Connect ideas
- Sequence
- Offer an opinion
- Imitate

**Speaking**

- Repeat
- Take turns
- Ask questions
- Gesture
- Explain
- Describe
- Retell
- Vocalise
- Discuss

**Characteristics of Effective Learning *that are relevant to Communication and Language***

<p><b><u>Playing and Exploring</u></b></p> <ul style="list-style-type: none"> <li>• Showing particular interests</li> <li>• Acting out experiences with other people</li> <li>• Showing a 'can do' attitude</li> </ul>	<p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>	<p><b><u>Playing and Exploring</u></b></p> <ul style="list-style-type: none"> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>
<p><b>3-4 year old outcomes Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• They can follow instructions that contain 3 key words and some prepositions and understand 'why' and 'how' questions.</li> <li>• They are beginning to use talk for a wider range of purposes to explain and describe.</li> </ul>		<p><b>3-4 year old outcomes Speaking</b></p> <ul style="list-style-type: none"> <li>• They enjoy stories and can recite some familiar rhymes by heart.</li> <li>• They can answer simple questions about a story and can retell some parts of a familiar story.</li> <li>• They use 'why' and 'how' questions</li> </ul>
<p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		<p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>

**The Keresley School Progression in Learning Framework – Physical Development**

**EYFS Statutory Educational Programme. Our curriculum needs to include: Physical Development**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Knowledge**

**Gross Motor Development I know...**

- Core strength helps me to balance and use my limbs independently
- Big muscles need to be strong to support the smaller muscles in my body
- Exercise will build my strength and stamina
- I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet. Crossing the midline helps both sides of my brain to connect and both sides of my body need to work together in a co-ordinated way

**Fine Motor Development I know...**

- I have fingers and thumbs and that they can each work separately
- My wrists and fingers need to be strong to manipulate small tools and objects
  - Which fingers form a pincer grip
  - Which fingers form a tripod grip

**Skills**

**With a positive attitude I am learning to:**

**Gross motor:**

- Cross the midline
- Negotiate space
- Make alternating movements
- Make anti-clockwise movements
- Make symmetrical movements
- Co-ordinate two sides of the body
- balance, roll, hop, skip, spin, climb, turn, run, jump, throw, catch,
- Re-trace vertical lines

**Fine motor:**

- Isolate my fingers
- Use a pincer grip
- Form a tripod grip

**Characteristics of Effective Learning *that are relevant to Physical Development***

<p><b><u>Playing and Exploring</u></b></p> <ul style="list-style-type: none"> <li>• Using senses to explore the world around them</li> <li>• Showing particular interests</li> <li>• Initiating activities</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences and learning by trial and error</li> </ul>	<p><b><u>Active Learning</u></b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> </ul>	<p><b><u>Playing and Exploring</u></b></p> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>
<p><b><u>Gross Motor</u></b> <b><u>Outcomes 3 to 4 year olds</u></b></p> <ul style="list-style-type: none"> <li>• They have good core stability and coordinates their body well.</li> <li>• They are developing upper body strength and mobility.</li> </ul>	<p><b><u>Fine Motor</u></b> <b><u>Outcomes 3 to 4 year olds</u></b></p> <ul style="list-style-type: none"> <li>• They have started to use two hands together when cutting and threading.</li> <li>• They are developing finger strength and isolation in readiness for a tripod grip and can control writing tools to create some recognisable shapes.</li> </ul>	
<p><b><u>Gross Motor</u></b> <b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>• Children negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Children demonstrate strength, balance and co-ordination when playing.</li> <li>• Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b><u>Fine motor</u></b> <b><u>ELG:</u></b></p> <ul style="list-style-type: none"> <li>• Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Children use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Children begin to show accuracy and care when drawing.</li> </ul>	

**The Keresley School Progression in Learning Framework – Literacy**

**EYFS Statutory Educational Programme. Our curriculum needs to include: Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Knowledge**

**Reading**

**Mechanics of Reading I know:**

- How to handle books
- Reading starts from left to write and top to bottom
- Print carries meaning
- The link between graphemes and phonemes
- Letters and combinations of letters make sounds and when blended together make words
- Some common irregular words

**Characteristics of Books I know...**

- The job of an author
- The job of an illustrator
- The title is what the book is called
- The blurb is a summary of the book
- Which books I like and which books I dislike
- Books are grouped into different genres
- Fiction books tell stories
- Non-fiction books provide information

**Skills**

**Reading**

**When reading I am learning to:**

- |               |                   |
|---------------|-------------------|
| Predict       | Recognise words   |
| Connect ideas | Decode            |
| Listen        | Use intonation    |
| Remember      | Segment and blend |
| Concentrate   | Retell            |
| Imagine       | Discuss           |
| Ask questions | Respond           |

**Writing**

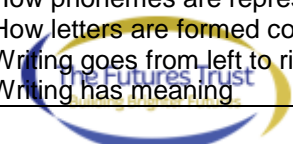
**Mechanics of Writing I know...**

- How a tripod grip is formed
- How phonemes are represented
- How letters are formed correctly
- Writing goes from left to right and top to bottom
- Writing has meaning

**Writing**

**When writing I am learning to:**

- |                              |                   |
|------------------------------|-------------------|
| Draw                         | Mark make         |
| Control and manipulate tools | Use a tripod grip |
| Form letters correctly       | Connect ideas     |
| Spell                        | Recognise words   |
| Sequence                     | Segment and blend |







<ul style="list-style-type: none"> <li>• The alphabetic code</li> <li>• When to use capital letters and full stops</li> <li>• Some simple types of punctuation</li> <li>• There are spaces between words in writing</li> </ul> <p><b>Characteristics of Writing I know...</b></p> <ul style="list-style-type: none"> <li>• Some spelling rules</li> <li>• Words are units of meaning</li> <li>• Adjectives can make my writing more interesting</li> <li>• Different ways writing can be represented</li> <li>• Stories have a beginning, middle and an end</li> <li>• How some common regular and irregular words are spelt</li> <li>• How many words are in the sentence I say</li> <li>• The different features of different types of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Memorise</li> <li>• Rehearse</li> <li>• Concentrate</li> </ul>	<ul style="list-style-type: none"> <li>• Copy</li> <li>• Describe</li> <li>• Imagine</li> </ul>
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**Characteristics of Effective Learning *that are relevant to Literacy***

<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Showing particular interests</li> <li>• Representing their experiences through play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>	<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Paying attention to details</li> <li>• Bouncing back after difficulties</li> <li>• Being proud of how they accomplished something - not just the end result</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Making links and noticing patterns in their experience</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>
<p><b>3-4 year old outcomes: Comprehension</b> They engage well at story times and can talk about the stories they have heard.</p>	<p><b>3-4 year old outcomes: Word Reading</b> They can recognise their name from a choice of two. <b>Responding to stories and rhymes</b> They are developing an awareness of rhyme through songs and rhymes and joins in with repetitive phrases. They demonstrate a sense of rhythm and can keep the beat when clapping and marching to rhymes.</p>	<p><b>3-4 year old outcomes: Writing</b> They love to draw and can talk in detail about their drawings</p>
<p><b>ELG: Comprehension</b> Children at the expected level of development will:</p>	<p><b>ELG: Word Reading</b> Children at the expected level of development will:</p>	<p><b>ELG: Writing</b> Children at the expected level of development will:</p>





**KERESLEY  
GRAND**  
PRIMARY ACADEMY

**L**anguage  
learning  
traps



**KERESLEY  
NEWLAND**  
PRIMARY ACADEMY

<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
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**R**ESONSIBLE  
**E**MPATHETIC  
**S**UCCESSFUL  
**P**ROBLEM SOLVERS  
**E**NTERPRISING  
**C**OLLABORATIVE  
**T**OGETHER

**The Keresley School Progression in Learning Framework – Maths**

**EYFS Statutory Educational Programme. Our curriculum needs to include: Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults

**Knowledge**

**Skills**

**Counting and Cardinality:**

**One to one Correspondence I know...**

- How to match one object to another object or person
- How to match one number name to each object when counting

**Rote Counting I know...**

- The order of numbers
- Number names

**Counting I know...**

- The last number I say is the total amount
- When to stop when counting out from a larger group
- Anything can be counted

**Subitising I know...**

- How many are in a group without having to count
- The same amount can be represented by different sized objects

**Conservation I know...**

- The total amount of objects stays the same however the objects are arranged
- Recognising and Reading Numbers I know...**

- Symbols represent quantities
- Numbers can have

**With a positive attitude I am learning to:**

- Reason
- Problem Solve
- Investigate
- Sort and match
- Count
- Estimate
- Discriminate
- Compare
- Calculate
- Sequence
- Manipulate numbers
- Record
- Check



**Pattern and Comparison:**

**Early Pattern I know...**

- Patterns are repeated
- Patterns can be continued
- Patterns follow a sequence

**Early Comparison I know...**

- Objects can be sorted into different groups using different criteria
- What is the same and what is different
- What 'lots' and 'not many' of something looks like

**Operations and Calculations:**

**Partitioning a Number I know...**

- An amount can be made up in different ways

**Calculation I know...**

- More is greater than and less is fewer than
- Addition is combining sets
- Subtraction is taking amounts away

**Estimation I know...**

- Estimation will give me a value that is close to the right amount

**Inverse Operations I know...**

- Halving is the opposite of doubling
- Addition is the opposite of subtraction
- Doubling is 2 sets of the same amount

**Number Bonds I know...**

- Which pairs make a given number

**Number Patterns I know...**

- Some number patterns e.g. odd, even
- Number patterns repeat according to rules



**Characteristics of Effective Learning *that are relevant to Maths***

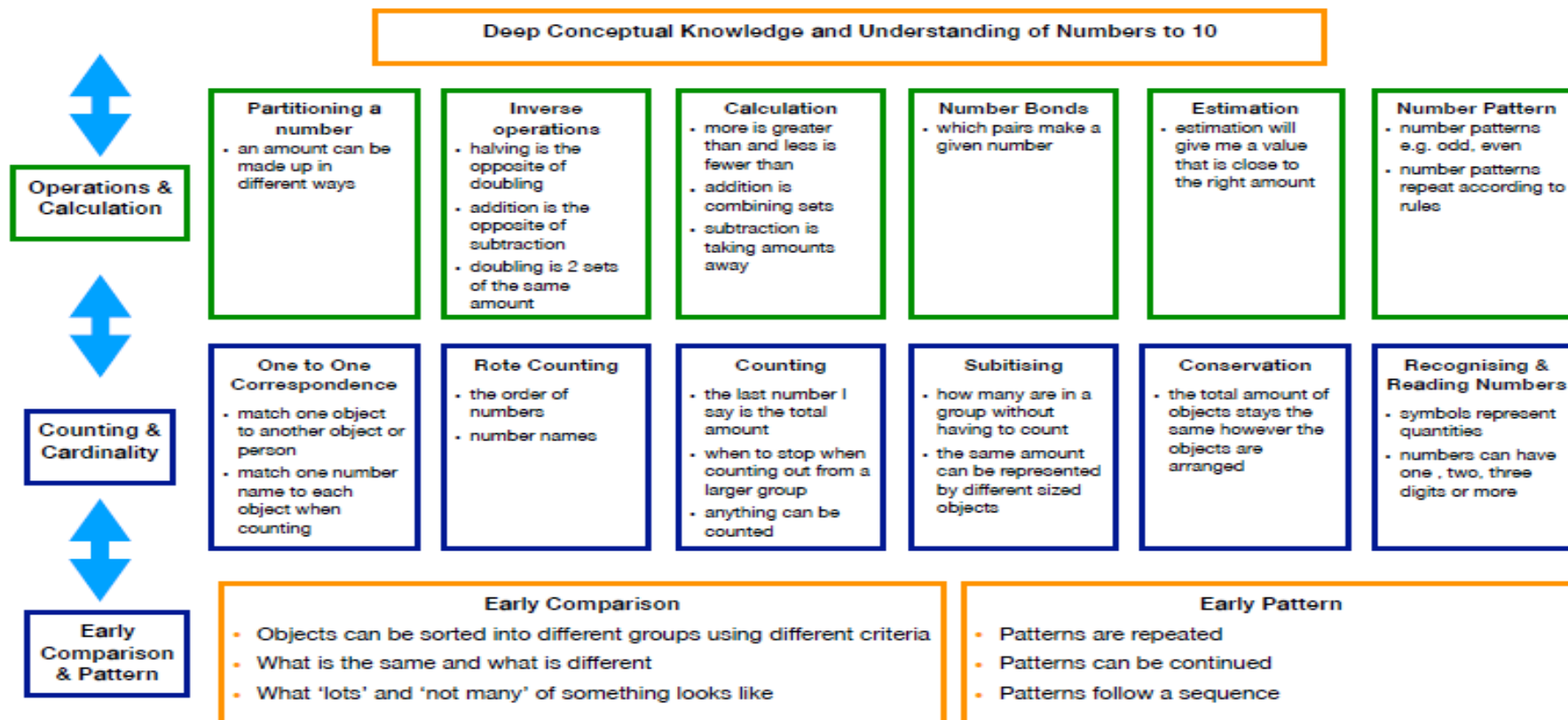
<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• Taking a risk, engaging in new experiences and learning by trial and error</li> </ul>	<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> <li>• Making links and noticing patterns in their experience</li> </ul>
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<p><b>Number</b> <b>Outcomes for 3 to 4-year olds:</b></p> <ul style="list-style-type: none"> <li>• They have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</li> <li>• They can rote count to 10 and subitise to 3 with both objects and representations and can compare amounts using the language of more.</li> <li>• They can read numerals to 5 and can match these to an amount.</li> </ul>	<p><b>Numerical Pattern</b> <b>Outcomes for 3 to 4-year olds:</b></p> <ul style="list-style-type: none"> <li>• They are starting to use mathematical language to talk about and compare size and shape.</li> <li>• They recognise a repeated pattern and is beginning to create his own.</li> </ul>
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<p><b>Number</b> <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Children have a deep understanding of number to 10, including the composition of each number.</li> <li>• Children subitise (recognise quantities without counting) up to 5.</li> <li>• Children automatically recall (without reference to rhymes, counting or other aides) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<p><b>Numerical Pattern</b> <b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Children verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Children compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
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## Mathematical Skills and Knowledge

The building blocks for learning in Early Years

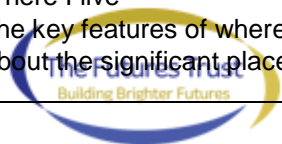


**The Keresley School Progression in Learning Framework – The World**

**EYFS Statutory Educational Programme. The curriculum needs to include: Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<b>Knowledge</b>	<b>Skills</b>												
<p><b>History</b> <b>Passing of Time I know...</b></p> <ul style="list-style-type: none"> <li>• Time is measured in units</li> <li>• Time has a pattern e.g. days of the week, months of the year</li> <li>• About annual events e.g. birthday, Christmas</li> <li>• How time and events can be sequenced in chronological order from earliest to latest</li> <li>• Things were different in the past</li> <li>• The vocabulary that describes time</li> </ul> <p><b>Sense of Identity I know...</b></p> <ul style="list-style-type: none"> <li>• My place in history</li> <li>• There is a past before I was born</li> <li>• Things were different in the past to how they are now</li> <li>• About significant events in my life</li> </ul> <p><b>Historical Figures and Events I know...</b></p> <ul style="list-style-type: none"> <li>• How to use information to find out about events and people in the past</li> <li>• About significant events and people in the past</li> <li>• Historical events and people have a significant place in our history</li> </ul>	<p><b>History</b> <b>I am learning to...</b></p> <table border="0"> <tr> <td>Compare similarities and differences</td> <td>Record findings</td> </tr> <tr> <td>Remember</td> <td>Observe</td> </tr> <tr> <td>Explore</td> <td>Ask questions</td> </tr> <tr> <td>Enquire</td> <td>Explain</td> </tr> <tr> <td>Describe</td> <td>Sequence</td> </tr> <tr> <td>Use historical vocabulary conclusions</td> <td>Examine evidence and draw</td> </tr> </table>	Compare similarities and differences	Record findings	Remember	Observe	Explore	Ask questions	Enquire	Explain	Describe	Sequence	Use historical vocabulary conclusions	Examine evidence and draw
Compare similarities and differences	Record findings												
Remember	Observe												
Explore	Ask questions												
Enquire	Explain												
Describe	Sequence												
Use historical vocabulary conclusions	Examine evidence and draw												
<p><b>Geography</b> <b>PLACES My Community I know...</b></p> <ul style="list-style-type: none"> <li>• Where I live</li> <li>• The key features of where I live</li> <li>• About the significant places within my community</li> </ul>	<p><b>Geography</b> <b>I am learning to...</b></p> <table border="0"> <tr> <td>Notice</td> <td>Compare similarities and differences</td> </tr> <tr> <td>Express opinions</td> <td>Measure</td> </tr> <tr> <td>Use my senses</td> <td>Explain</td> </tr> <tr> <td>Ask questions</td> <td>Describe</td> </tr> </table>	Notice	Compare similarities and differences	Express opinions	Measure	Use my senses	Explain	Ask questions	Describe				
Notice	Compare similarities and differences												
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Use my senses	Explain												
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KERESLEY  
NEWLAND  
PRIMARY ACADEMY

Language  
Learning  
Maps



KERESLEY  
NEWLAND  
PRIMARY ACADEMY

How to get from one key place to another  
The vocabulary I need to use to direct others

**PLACES The World I know...**

- The names of different countries around the world
- Different countries have different key features
- How countries are connected
- How to travel between countries

**PLACES Environment I know...**

- About different weather conditions in the UK
- There are four seasons and the key features of them
- The key features of different climates around the world
- Some simple things I can do to help look after the planet
- Human actions can help or destroy the planet

**PLACES My Country I know...**

- The capital city of the country I live in
- The different key features of cities, towns and villages

**PLACES People I know...**

- People I know have different customs and traditions
- People in different countries have different customs and traditions

Record  
Gather information from different sources

Draw, read and follow maps

**Science**

**KNOWLEDGE Living things I know...**

- Internal and external body parts in humans
- The names of the different parts of plants and animals
- The features of plants and animals
- Living things can be sorted into different groups
- What living things need to survive
- How to keep healthy
- About life cycles

**KNOWLEDGE Materials I know...**

- What objects are made from
- The properties of different materials
- How different materials can be used
- Materials can be sorted into different groups

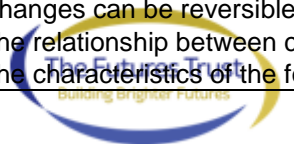
**KNOWLEDGE Changes I know...**

- Changes can be reversible and irreversible
- The relationship between cause and effect
- The characteristics of the four seasons

**Science**

I am learning to...

Explore	Communicate ideas
Record	Investigate
Pose challenges	Draw conclusions
Observe	Solve problems
Sort and classify	Compare
Try things out	Measure
Describe	Test ideas
Ask questions	Make predictions



**R**ESONSIBLE  
**E**MPATHETIC  
**S**UCCESSFUL  
**P**ROBLEM SOLVERS  
**E**NTREPRENEURING  
**C**OLLABORATIVE  
**T**OGETHER





The characteristics of different weather types

**Characteristics of Effective Learning *that are relevant to the World***

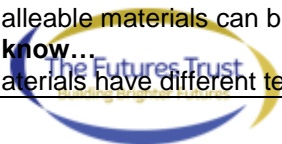
<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Showing curiosity about objects, events and people</li> <li>Using senses to explore the world around them</li> <li>Showing particular interests</li> </ul>	<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Maintaining focus on their activity for a period of time</li> <li>Showing high levels of energy, fascination</li> <li>Paying attention to details</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Developing ideas of grouping, sequences, cause and effect</li> </ul>
<p><b>3-4 year old outcomes: Past and Present</b> They can talk in detail about their family and can identify the roles that they have. They are developing an understanding that things were different in the past through topics such as All about me, Guy Fawkes and Transport.</p>	<p><b>3-4 year old outcomes: Cultural and Communities</b> They can recognise that other places might have features that are different to where they live. They are confident to talk about people and places that are familiar to them.</p>	<p><b>3-4 year old outcomes: The Natural World</b> They can talk about how things grow and change. They are confident to talk about the world around them.</p>
<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>Children talk about the lives of the people around them and their roles in society.</li> <li>Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Children understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>ELG: People, Cultural &amp; Communities</b></p> <ul style="list-style-type: none"> <li>Children describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>Children 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.</li> <li>Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul>	<p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>Children explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Children 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.</li> <li>Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

**The Keresley School Progression in Learning Framework – Arts and Design**

**EYFS Statutory Educational Programme. Our curriculum needs to include: Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Knowledge	Skills
<p><b>Art:</b></p> <p><b>General I know...</b></p> <ul style="list-style-type: none"> <li>About famous artists</li> <li>Artists use different techniques</li> </ul> <p><b>Colour I know...</b></p> <ul style="list-style-type: none"> <li>The names of primary and secondary colours</li> <li>How to mix different colours</li> <li>How to make different tones and shades of colours</li> </ul> <p><b>Lines I know...</b></p> <ul style="list-style-type: none"> <li>There are different types of lines e.g. straight, curved, continuous, broken, vertical, horizontal, jagged, curly, wavy, thick, thin, wavy, zig zag</li> <li>How to draw different types of lines</li> <li>The difference between a continuous and a broken line</li> <li>How to join lines to create shapes to make a picture</li> </ul> <p><b>Shape I know...</b></p> <ul style="list-style-type: none"> <li>Shapes are made from lines that are joined together</li> <li>Lines and shapes create representations</li> </ul> <p><b>Form I know...</b></p> <ul style="list-style-type: none"> <li>2D representations are flat and 3D representations are solid</li> <li>How 3D representations can be created using e.g. malleable materials, junk modelling</li> <li>How to use different materials to express my ideas</li> <li>Malleable materials can be moulded into different shapes</li> </ul> <p><b>Texture I know...</b></p> <ul style="list-style-type: none"> <li>Materials have different textures</li> </ul>	<p>Manipulate and control tools</p> <p>Make decisions and choices</p> <p>Observe</p> <p>Notice and discriminate</p> <p>Imagine</p> <p>Connect ideas</p> <p>Explore</p> <p>Experiment</p> <p>Combine</p> <p>Shape</p> <p>Mould &amp; Sculpt</p> <p>Mix</p>





- Texture can enhance and add interest
- Texture can engage the senses
- Combining materials can create different textures

**Design and Technology:**

**Design I know...**

- Designs need to be thought about and planned
- Designs can be changed and modified
- The properties and uses of different materials
- What different tools can be used for

**Make I know...**

- Materials can be used for joining
- How to join materials together
- Materials can be modified or changed
- Products can move, light up, be structurally sound, and be safe and healthy
- Some objects can move independently and some can be made to move
- How to make a structure strong and stable • How to make a structure balance
- Materials can be used for different things and manipulated in different ways
- The possibilities and limitations of different materials
- How different tools can be used

**Evaluate I know...**

- Evaluations can lead to improvements
- The criteria for success

- Explore and investigate
- Explain and describe
- Design
- Join
- Plan and organise
- Observe and ask questions
- Think critically and solve problems
- Make decisions
- Take pride in my work
- Be creative and innovative
- Be resourceful
- Assemble and disassemble
- Control and manipulate tools

**Music:**

**General I know...**

- The names of different untuned and tuned instruments
- How to play different untuned and tuned instruments
- Untuned and tuned instruments make different sounds
- How musical notes are represented
- What a conductor does
- The words to different songs

**Sound I know...**

- Sound can be changed
- Sound can be made by different things

- Create
- Perform
- Appreciate
- Observe
- Turn take
- Interpret
- Listen and discriminate
- Explore
- Collaborate
- Combine
- Play
- Refine



