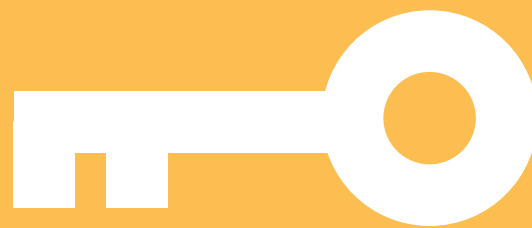


Key Learning in EYFS



LPDS



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Key Learning in the EYFS

Do your reception teachers feel equipped to plan effectively for every child in their class?

How well do your subject leaders understand the foundations of their subject within the EYFS framework?

Are you ready to supercharge your EYFS planning?

Key Learning in the EYFS is the ultimate resource for Reception teachers and subject leaders who want to design a curriculum that's ambitious, well-sequenced and rooted in real developmental progress.

Created by expert consultants at LPDS, this go-to guide sets out the **key learning**—skills, knowledge, and concepts—across all seven areas of development. It helps staff check whether children are secure in earlier steps, supports confident decision-making, and links directly to Year 1 expectations so you can plan with purpose and precision.

Why you'll love it:

- Saves time with a clear, easy-to-use layout
- Shows how each subject begins from birth and flows into Key Stage 1
- Supports transition and progression with direct links to the National Curriculum
- Empowers EYFS teams and subject leaders to build a curriculum that truly connects

Whether you're refreshing your provision or leading curriculum design, this is the must-have tool for creating high-quality, joined-up learning from the very start.

Catharine Cummins

Early Years LPDS Teaching and Learning Consultant

Communication and Language



LPDS



Planning for Learning in Reception: **Communication and Language**

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their Communication and Language journey.

What is Key Learning in Communication and Language?

Early Years Literacy experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Year 1 and beyond. These key pieces of learning will guide teachers to plan Communication and Language opportunities to support progress towards Year 1 readiness, as well as achievement of the Early Learning Goals. The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. Other documents have also been used such as The Reading Framework, the Education Endowment Foundation guidance and further relevant research materials. The key learning for Communication and Language have been broken down into Listening and Attention, Understanding, Speaking, Vocabulary and Participating and Performing to provide further detail.

How might this document be used?

This publication is designed to support practitioners in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning. Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum. This document aims to guide teachers in designing a thoughtfully planned, well-sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and planning for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Communication and Language, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. LPDS Consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Year 1 Key Learning for Spoken Language. These Year 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in Communication and Language, to support mixed age planning and support for Subject Leaders.

Communication and Language

EYFS Statutory Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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.

Statutory ELC: Listening, Attention and Understanding

Children at the expected level of development will:

- 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
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Statutory ELC: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Lancashire LPDS Reception Key Learning Linked to Communication and Language:

Listening and Attention	Understanding
<p>Listening:</p> <ul style="list-style-type: none">• Show awareness of how to listen carefully and why listening is important• Listen to others, one-to-one, in groups, whole class, in familiar situations during conversations or activities• Listen with enjoyment and interest to fiction and non-fiction texts, songs, rhymes and poems <p>Attention:</p> <ul style="list-style-type: none">• Maintain attention to an adult in a range of familiar and unfamiliar situations• Maintain attention and interest to an adult in whole class and small group sessions• Maintain attention to their peers in a range of familiar and unfamiliar situations	<p>Responding:</p> <ul style="list-style-type: none">• Respond with relevant comments, questions of their own, or actions when listening to stories, to instructions and when engaged in play activities <p>Demonstrating Understanding:</p> <ul style="list-style-type: none">• Follow a simple set of instructions in a range of contexts• Understand a variety of sentence structures, including:<ul style="list-style-type: none">- negatives, e.g. <i>Don't touch the wet paint please!</i>- plurals, e.g. <i>Please could you put those cars away?</i>- tenses, e.g. <i>Have you brought your wellies today?</i> <p>Questioning:</p> <ul style="list-style-type: none">• Understand and respond to what, where, when, who, why, how questions about themselves and their own experiences

Speaking	Vocabulary
<p>Speaking:</p> <ul style="list-style-type: none"> • Speak clearly and in full sentences • Use sentences that include more details, expressing their ideas about their feelings and experiences • Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events • Use joining words during talk to extend ideas, e.g. <i>and, but, because</i> <p>Communicating:</p> <ul style="list-style-type: none"> • Communicate freely with different people, engaging in conversations considering the listener • Take turns to speak in different contexts including one-to-one, small groups and whole class discussions • Talk about and describe events in some detail to others <p>Clarifying Thinking:</p> <ul style="list-style-type: none"> • Use talk to clarify thinking and express their ideas and feelings • Orally recall events/narratives in the correct sequence, using their own words and pictures to support <p>Questioning:</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them • Ask and answer questions in different contexts including group activities, during their play, daily routines and/or in personal conversations with others <p>Reasoning:</p> <ul style="list-style-type: none"> • Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories or other contexts 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Learn and understand selected new vocabulary • Use recently introduced vocabulary orally in discussions and conversations • Use an increasing range of vocabulary appropriately showing deeper understanding, e.g. <i>big, huge, enormous</i> • Understand that the same word can have different meanings and be able to say it in the relevant context, e.g. <i>light</i> • Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary
Participating and Performing	
	<p>Narrative:</p> <ul style="list-style-type: none"> • Use the language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts, e.g. <i>in role-play areas and by using small world props</i> • Orally retell rhymes and simple stories, as a whole class, in small groups and one-to-one, using strategies such as pictures, actions, small world and props • Orally retell a new version of rhymes and simple stories, as a whole class, in small groups and one-to-one, using strategies such as pictures, actions, small world and props <p>Recalling:</p> <ul style="list-style-type: none"> • Use talk, actions and objects to recall and relive past experiences, e.g. <i>an experience or visit</i>

Development Matters: Communication and Language - Listening, Attention and Understanding

Birth to Three:

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods
- Watch someone's face as they talk
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements
- Recognise and are calmed by a familiar and friendly voice
- Listen and respond to a simple instruction
- Use gestures like waving and pointing to communicate
- Understand single words in context – 'cup', 'milk', 'daddy'
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'
- Understand simple instructions like "give to nanny" or "stop"
- Recognise and point to objects if asked about them
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult
- Listen to other people's talk with interest but can easily be distracted by other things
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'
- Listen to simple stories and understand what is happening, with the help of the pictures
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')

3 and 4-year-olds:

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at a time, which can be difficult
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Children in Reception:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Listen carefully to rhymes and songs, paying attention to how they sound

Development Matters: Communication and Language – Speaking

Birth to Three:

- Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements
- Enjoy singing, music and toys that make sounds
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)
- Babble, using sounds like ‘baba’, ‘mamama’
- Reach or point to something they want while making sounds
- Copy your gestures and words
- Constantly babble and use single words during play
- Use intonation, pitch and changing volume when ‘talking’
- Make themselves understood and can become frustrated when they cannot
- Start to say how they are feeling, using words as well as actions
- Start to develop conversation, often jumping from topic to topic
- Use the speech sounds p, b, m, w
- Pronounce:
 - l/r/w/y
 - f/th
 - s/sh/ch/dz/j
 - multi-syllabic words such as ‘banana’ and ‘computer’

3 and 4-year-olds:

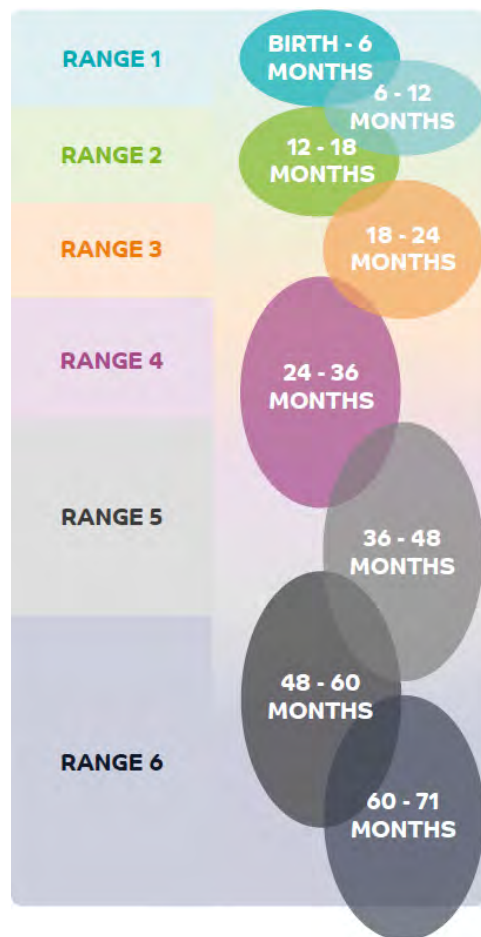
- Use a wider range of vocabulary
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’
- May have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words
- 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
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Children in Reception:

- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
- Develop social phrases
- Engage in story times
- Engage in non-fiction books
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Learn rhymes, poems and songs
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
PD	Building Relationships	PSED:	Making Relationships
	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
	L	CL:	Understanding
	Comprehension	L:	Reading
	Word Reading	L:	Writing
M	Writing	M:	Mathematics
	M		
UW	Number		
	Numerical Patterns	UW:	People and Communities
	Past and Present	UW:	The World
	People, Culture and Communities	UW:	Technology
	The Natural World (No ELG)		
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Communication and Language – Listening and Attention

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy • Listens to, distinguishes and responds to intonations and sounds of voices • Reacts in interaction with others by smiling, looking and moving • Quietens or alerts to the sound of speech • Looks intently at a person talking, but stops responding if speaker turns away • Listens to familiar sounds, words, or finger plays • Fleeting attention – not under child’s control, new stimuli takes whole attention 	<ul style="list-style-type: none"> • Moves whole body to sounds they enjoy, such as music or a regular beat • Concentrates intently on an object or activity of own choosing for short periods • Pays attention to dominant stimulus – easily distracted by noises or other people talking • Enjoys laughing and being playful with others 	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity 	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention 	<ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Birth to 5 Matters: Communication and Language – Understanding

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Turns when hears own name • Starts to understand contextual clues, e.g. familiar gestures, words and sounds 	<ul style="list-style-type: none"> • Is developing the ability to follow others' body language, including pointing and gesture • Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?) • Understanding of single words in context is developing, e.g. cup, milk, daddy 	<ul style="list-style-type: none"> • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. Throw the ball) 	<ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. • Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad) 	<ul style="list-style-type: none"> • Understands use of objects (e.g. Which one do we cut with?) • Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture • Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box • Beginning to understand why and how questions 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers • Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how

Birth to 5 Matters: Communication and Language – Speaking

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:
<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing • Makes own sounds in response when talked to by familiar adults • Lifts arms in anticipation of being picked up • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo • Points and looks to make requests and to share an interest 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. brrrm for toy car • Uses single words • Frequently imitates words and sounds • Enjoys babbling and increasingly experiments with using sounds • Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) • Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest • Creates personal words as they begin to develop language 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. Oh dear, All gone • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying "Want it" 	<ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work) • Beginning to use word endings (e.g. going, cats)

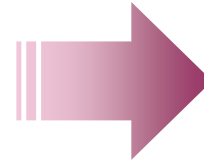
RANGE 5:

- Beginning to use more complex sentences to link thoughts (e.g. using and, because)
- Able to use language in recalling past experiences
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how
- Beginning to use a range of tenses (e.g. play, playing, will play, played)
- Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
-

RANGE 6:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Uses language to imagine and recreate roles and experiences in play situations
- Links statements and sticks to a main theme or intention
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

Reception



Year 1

The National Curriculum for Spoken Language

Within Years 1 to 6 children should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Lancashire LPDS Key Learning for Year 1 Spoken Language

Listening and Attention:

- Listen and maintain attention to an adult in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc.
- Listen and maintain attention to peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities

Speaking:

- Respond appropriately to adults after listening attentively
- Respond appropriately to peers after listening attentively
- Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how, e.g. Where does the character live in the story?
- Ask questions to clarify thinking using who, what, where, when, why and how
- Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class
- Provide simple oral explanations, e.g. explaining a simple process using the joining word because
- Speak audibly when communicating with others in pairs and small groups

Standard English:

- Speak in complete sentences linked to the context
- Use past, present and future tense, orally, e.g. past tense when recounting an event, present tense when working in role, and future tense when making a prediction
- Use joining words during talk to extend ideas, e.g. and, but, or, because, so

Vocabulary:

- Introduce and explore new vocabulary orally, e.g. linked to real life contexts, stories, non-fiction, poetry and across the curriculum
- Describe settings orally using vocabulary provided
- Describe characters orally using vocabulary provided
- Describe feelings orally using vocabulary provided, e.g. Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends

Participating, Presenting and Performing:

- Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. small world figures, props, images, actions and story maps
- Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. small world figures, props, images, actions and text maps
- Participate in role in English and across the curriculum, e.g. take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone
- Take part in imaginative role play, e.g. linked to familiar contexts in role play areas, by using small world props and figures, or miming events
- Recite rhymes and poems by heart and perform to an audience, e.g. different groups or another class
- Present simple information to an audience
- Read and perform stories using a voice with an appropriate volume, e.g. a child's own story

Personal, Social and Emotional Development



LPDS



Planning for Learning in Reception: **Personal, Social and Emotional Development**

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their journey.

What is Key Learning in PSED?

The Early Years PSHE expert at LPDS has created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Year 1/Key Stage 1. These key pieces of learning will guide teachers to plan opportunities to support progress towards Year 1 readiness as well as achievement of the Early Learning Goals.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for PSED has been broken down into Self-Regulation, Managing Self and Building Relationships.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers and subject leaders in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support. Also included are links to Key Stage 1 Key Learning for PSED.

Links to Previous and Future Learning

In addition to the Key Learning for PSED, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultant has organised these statements so that practitioners can clearly see the progression across age ranges and these can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are the end of primary expectations.

Personal, Social and Emotional Development

EYFS Statutory Educational Programme:

Children's Personal, Social and Emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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.

Statutory ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give 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

Statutory ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Statutory ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs

Lancashire LPDS Reception Key Learning Linked to Personal, Social and Emotional Development:

Self-Regulation

Express feelings:

- Show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements

Communication:

- Make choices, communicate what they need, listen to others, maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar
- Recall experiences, initiate an apology when appropriate

Respond:

- Follow instructions, requests, and ideas in a range of contexts and situations

Understand feelings:

- Talk about and discuss with others how they feel; explain why they are experiencing particular feelings. Begin to show an understanding of dysregulation and seek help from others to re-regulate

Manage feelings and behaviour:

- Understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, deal with anger and frustration, negotiate with others to solve simple problems. Seek help from adults to co-regulate dysregulated behaviours

Understand how others feel:

- Show care and concern for others, show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them

Active learning:

- Engage in challenges, show awareness of strengths and what they need to learn, develop ability to plan, adapt, persist and review their progress

Sensory awareness:

- Awareness of sensory seeking to support regulation and self-soothe, seek help when experiencing sensory overload

Consent:

- Seeks permission in appropriate ways; shows awareness of personal space

Managing Self

Self-awareness:

- Know what they like and do not like, talk about what they are doing and why, talk about and discuss their interests, share their ideas and interest with others, take pride in themselves and their work and achievements, share their achievements with others

Work together:

- Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration

Independence:

- Select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others

Organisation:

- Show an understanding of routines and predictability in timetabling, begin to follow simple sequences to complete tasks

Confidence:

- Try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge

Responsibility:

- Take care of their own belongings, take care of the belongings of others and class resources

Communication:

- Use language to negotiate, co-operate, plan and organise play, resolve conflict, listen, speak, reflect, explain, respond, recall, review

Self-care:

- Eating, drinking, making or helping to make own snacks, personal hygiene, cleaning teeth, dressing undressing, takes care of own belongings

Safety:

- Understand and follow rules on how to keep safe when using and transporting tools, equipment and resources; understand rules linked to road safety

Keeping healthy:

- Knowledge of food groups including healthy foods; knowledge of importance of exercise to keep their body healthy

Vocabulary:

- Use vocabulary linked to foods and food groups, body parts, exercise and effects on body, dressing skills, road safety, safety including using and transporting tools and equipment

Communication:

- Communicate own needs in relation to being thirsty, hungry tired, use of toilet; communicate when they need help from others including peers and adults

Consent:

- Asks and accepts support when needed; understands the need for appropriate support

Building Relationships

Build friendships:

- Engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help

Work together:

- Understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the viewpoint of others, take on ideas of others, work together in collaboration

Use language:

- To negotiate, co-operate, plan and organise play, resolve conflict

Social skills:

- Observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others

Recognise the needs of others:

- Show sensitivity to others, demonstrate empathy, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them, begin to show an understanding of respect for differences in others, show kindness

Communication:

- Use gestures, non-verbal communication, facial expressions, body language, appropriate language and vocabulary; listen to others, speak to peers and adults and engage in discussions in a positive way, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions

Consent:

- Appropriately responds to interactions with peers and adults; seeks permission for support in different elements of learning e.g. self-care, physical skills, and understands and accepts that support from others is needed

Development Matters: Self-Regulation

Birth to Three:

- Find ways to calm themselves, through being calmed and comforted by their key person
- Find ways of managing transitions, for example from their parent to key person
- Feel strong enough to express a range of emotions
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front
- Being increasingly able to talk about and manage their emotions
- Safely explore emotions beyond their normal range through play and stories
- Talk about their feelings in more elaborated ways: 'I'm sad because...' or 'I love it when...'

3 and 4-year-olds:

- Show more confidence in new social situations
- Talk about their feelings using words like 'happy;', 'sad', 'angry' or 'worried'

Children in Reception:

- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally

Development Matters: Managing Self

Birth to Three:

- Establish their sense of self
- Express preferences and decisions. They also try new things and start establishing their autonomy
- Thrive as they develop self-assurance
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person
- Grow in independence, rejecting help ("me do it). sometimes this leads to feelings of frustration and tantrums
- Learn to use the toilet with help and then independently

3 and 4-year-olds:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game and suggesting other ideas
- Increasingly follow rules and understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Being increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly
- Make healthy food choices about food, drink, activity and toothbrushing

Children in Reception:

- See themselves as a valuable individual
- Manage their own needs:
 - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Development Matters: Building Relationships

Birth to Three:

- Engage with others through gestures, gaze and talk
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting
- Play with increasing confidence on their own and with other children because they know their key person is nearby and available
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on
- Develop friendships with other children

3 and 4-year-olds:

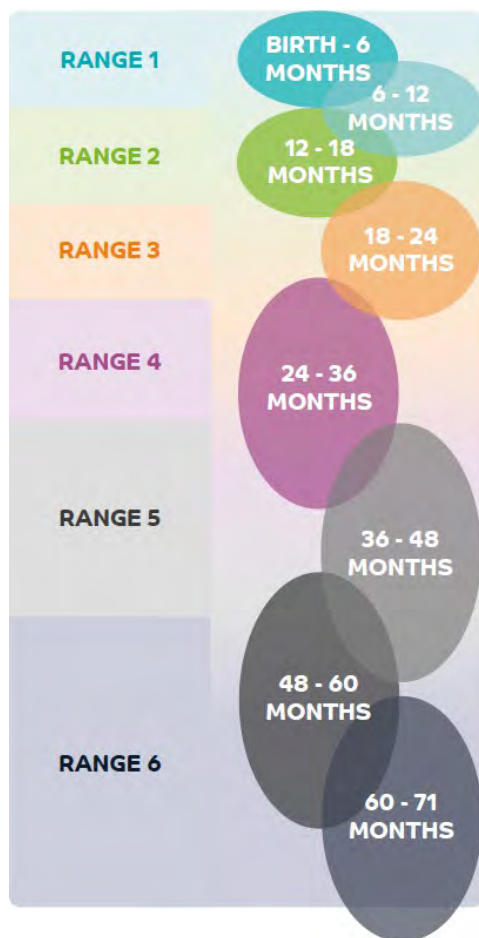
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people in the context of their setting
- Play with one or more children, extending and elaborating play ideas
- Talk with others to solve conflicts
- Understand gradually how others might be feeling

Children in Reception:

- Build constructive and respectful relationships
- Think about the perspectives of others

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
	Managing Self	PSED:	Understanding Emotions
		CL:	Listening and Attention
PD	Building Relationships	Characteristics of Effective Learning	
	Gross Motor Skills	PSED:	Understanding Emotions: Sense of Self
		Fine Motor Skills	CL:
L	Comprehension	PSED:	Making Relationships
	Word Reading	CL:	Moving and Handling
	Writing	CL:	Understanding
M	Number	L:	Reading
	Numerical Patterns	L:	Writing
UW	Past and Present	M:	Mathematics
	People, Culture and Communities	UW:	People and Communities
	The Natural World (No ELG)	UW:	The World
EAD	Creating with Materials	UW:	Technology
	Being Imaginative and Expressive	EAD:	Creating with Materials Being Imaginative and Expressive

To support with planning and seeing progression across ranges, we have separated the expectations into understanding emotions, sense of self and making relationships.

Birth to 5 Matters: Understanding Emotions		
<p>RANGE 1:</p> <ul style="list-style-type: none"> • Communicates a range of emotions (e.g. pleasure, interest fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies. • Expresses feelings strongly through crying in order to make sure that their needs will be met • May whimper, scream and cry if hurt or neglected. If their needs are not responded to they may become withdrawn and passive • Seeks physical and emotional comfort by snuggling into trusted adults • Is affirmed and comforted by familiar carers through voice physical presence and touch, for example singing, cuddles, smiles or rocking • Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face 	<p>RANGE 2:</p> <ul style="list-style-type: none"> • Shows a wider variety of feelings, using crying, gestures and vocalisation freely to express their needs • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop • Uses familiar adult to share feelings such as excitement and for 'emotional refueling' when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer • Becomes more able to adapt their behaviour and increase their participation and cooperation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy 	<p>RANGE 3:</p> <ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions behaviours and a few words • Experiences a wide range of feelings with great intensity such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries

RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grow 	<ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters and possibly have nightmares • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> • Understands their own and other people's feelings offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met seeks support, 'emotional refuelling ' and practical help in new or challenging situations • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Birth to 5 Matters: Sense of Self

Range 1:

- Learns about their physical self through exploratory play with their hands and feet and movement
- Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions using voice, gesture, eye contact and facial expression and through secure-base behaviours
- Shows awareness of being a separate individual through initiating contact with others
- Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and others faces, eyes, and mouth in play and care events
- Shows growing confidence that their needs will be met by freely expressing that need for comfort, nourishment or company

Range 2:

- Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
- Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them
- Shows separation anxiety as they become more aware of themselves as separate individuals
- Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away
- Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game
- Shows growing self-confidence through playing freely and with involvement

Range 3:

- Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes
- Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs
- Begins to use *me*, *you* and *I* in their talk and to show awareness of their social identity of gender, ethnicity and ability
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; Often saying *no*, *me do it* or *mine*

<p>Range 4:</p> <ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for 	<p>Range 5:</p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help 	<p>Range 6:</p> <ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competences, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity
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Birth to 5 Matters: Making Relationships

RANGE 1:

- Enjoys the company of others and seeks contact with others from birth
- Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently
- Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes
- Respond to what carrier is paying attention to e.g. following their gaze
- Distinguishes between people, recognising the look, sound and smell of their close carer
- They will usually calm, smile or reduce crying when they hear their carers'/ parent's voice, or smell their clothing, for example
- Hold up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked
- Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person
- Becomes wary of unfamiliar people or people they have not seen for a while

RANGE 2:

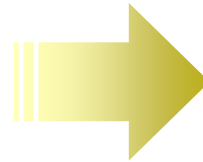
- Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs
- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult attention to something new line engages another person to help achieve a goal e.g. to get an object out of reach
- Cooperate with care giving experiences, such as dressing
- Builds relationships with special people and displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated
- Is wary of unfamiliar people
- Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in than you or challenging situations
- Closely watch is over others' body language to begin to understand their intentions and meaning
- Is fascinated by other children, watching them interacting with them through offering toys, food etc and by reaching for objects another has

RANGE 3:

- Explosive environment, interacts with others and plays confidently while their parent/ carrier or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations
- Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy
- Enjoys playing alone and alongside others and is also interested in being together and playing with other children
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
- Asserts their own ideas and preferences and takes notice of other people's responses
- Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration

<p>RANGE 4:</p> <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers • Is becoming more able to separate from their close carers and exploring new situations with support and encouragement from another familiar adult • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own e.g. may offer a child a toy they know they like • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Seeks out others to share experiences with and may choose to play with familiar friend or a child who has similar interest 	<p>RANGE 5:</p> <ul style="list-style-type: none"> • Seek out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions new line • Shows increasing consideration of all people's needs and gradually more impulsive control in favourable conditions, e.g. giving up a toy to another who wants it • Practise is skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play 	<p>RANGE 6:</p> <ul style="list-style-type: none"> • Represents and recreate what they have learned about social interactions from their relationships with close adults, in their play and relationships with others • Develops friendships with other children, which help them to understand different points of view and to challenge their own and others thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; Sometimes by themselves, sometimes with support • Returned to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes consistent and stable relationships
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Reception



Year 1

The Curriculum for Key Stage One PSHE

The needs of the children within schools varies from cohort to cohort and the PSHE curriculum should be reflective of this. Schools are free to determine their curriculum based on the individual needs of their pupils and the communities they serve. As such, the tailored curriculum for children will be developed in a progressive and sequential way, building on the firm foundations set in the EYFS, and progressing towards meeting the statutory requirements by the end of primary. As these are end of primary expectations, these will need to be broken down into smaller more manageable steps ensuring the children's needs are continually being met. Schools may choose to base this on the suggested programme builders from the PSHE Association or use a scheme to facilitate this curriculum design. PSHE curriculum mapping should be completed with the children at the centre of it and with a view to preparing them for their lives in Modern Britain.

Statutory Guidance - by the end of Primary school – for Relationships Education, Relationships and Sex Education (RSE) and Health Education

Families and people who care for me:

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships:

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships:

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships:

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe:

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers
- and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences
- between appropriate and inappropriate or unsafe physical, and other contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

Physical Development



LPDS

Planning for Learning in Reception: **Physical Development**

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their Physical journey.

What is Key Learning in Physical Development?

Early Years Physical Education experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning will guide teachers to plan opportunities, to support progress towards Year 1 readiness as well as achievement of the Early Learning Goals.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for Physical Development has been broken down into smaller sections to provide further detail.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers and Subject Leaders in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support. We have also included Health and Self-care as the Health and Self-Care Early Learning Goal (ELG) as this remains highly relevant when engaging young children in physical activity. It lays the foundation for lifelong healthy habits and self-awareness such as hygiene, independence, healthy choices, and movement. This has now moved to Personal, Social and Emotional Development as an Early Learning Goal.

Links to Previous and Future Learning

In addition to the Key Learning for Physical Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and these can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Key Stage 1 Key Learning for Physical Education. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in physical development, to support mixed age planning and inform Subject Leaders.

Physical Development

EYFS Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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, coordination 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 coordination, 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Statutory ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Lancashire LPDS Reception Key Learning Linked to Physical Development

Travelling:

- Run efficiently with a refined action
- Jump two feet to two feet
- Hop 8-10 times on the same foot
- Hop a distance of 15m in approximately 11 seconds
- Explore a range of travelling on hands and feet maintaining balance

Throwing:

- Throw underarm in desired direction to a given target, coordinating arms and legs correctly
- Throw overarm in desired direction to a given target, coordinating arms and legs correctly and body rotation

Catching:

- Catch with a scoop action using the body

Rolling:

- Roll in a tucked position (egg roll, rock and roll, forwards roll)
- Roll in a straight position (pencil/log roll, dish and arch)
- Roll in a straddle position (teddy bear roll)

Kicking:

- Kick a ball along the ground coordinating standing foot and kicking foot
- Kick a ball in the air coordinating standing foot and kicking foot

Playing Games:

- Take part in a variety of games: racing/chasing, aiming and throwing and ball games

Being Active for Sustained Periods:

- Gets out of breath several times per day
- Able to be physically active for a period of at least 20 minutes

Core Strength:

- Show good posture when sitting in different ways – straddle, pike, side-sitting, cross-legged
- Shows core strength in a range of ways with and without tools and equipment – sky writing outdoors, carrying, pushing, pulling, digging, climbing, hanging

Balance:

- Balance on small body parts – one foot, hands and feet
- Balance on large body parts – tummy, back, side, bottom, shoulders

Upper Body:

- Climb up, on and over a range of equipment
- Hang from different places – monkey bars, climbing rope
- Swing using arms from different places – monkey bars, climbing rope
- Travel on hands and feet maintaining balance

Fine Motor Skills/Movements:

- Demonstrates left/right hand dominance
- Can use both sides of the body though recognises they may have a preferred/dominant side
- Demonstrates hand-eye coordination when interacting with materials, objects, equipment and toys
- Shows dexterity and control when using tools and equipment
- Shows range of hand movement including making a fist, finger isolation, grasp and release and mark making using fingers
- Holds writing tools and implements with a mature pencil grip and appropriate pressure
- Shows control when drawing: different lines, abstract shapes, dots, pictures, letters/numerals and forms basic letter and numeral shapes

Gross Motor Skills/Movements:**Spatial Awareness**

- Aware of own space, finds space, negotiates space, changes direction and stops safely

Safety Awareness

- Moves safely when travelling on, under, over and through equipment
- Responds to safety instructions

Apparatus

- Control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging
- Interacts with small equipment – drop, push, throw, roll, catch, kick

Movement of Body Parts

- Make shapes with arms and hands, legs and feet
- Rotate and stretch: waist, shoulder, hip, wrist, ankle
- Bend and stretch: knee, elbow, fingers, toes
- Understand, use and respond to vocabulary related to body parts
- Understand, use and respond to vocabulary related to directional movement – under, over, through, up, down
- Understand, use and respond to vocabulary related to speed – fast, faster, slow, slower, slowly

Development Matters: Physical Development (Gross and Fine Motor Skills)

Birth to Three:

- Lift their head while lying on their front
- Push their chest up with straight arms
- Roll over: from front to back, then back to front
- Enjoy moving when outdoors and inside
- Sit without support
- Begin to crawl in different ways and directions
- Pull themselves upright and bouncing in preparation for walking
- Reach out for objects as coordination develops
- Pass things from one hand to the other. Let go of things and hand them to another person or drop them
- Gradually gain control of their whole body through continual practise of large movements, such as waving, kicking, rolling, crawling and walking
- Clap and stamp to music
- Fit themselves into spaces like tunnels, dens and large boxes, and move around in them
- Enjoy starting to kick, throw and catch balls
- Build independently with a range of appropriate resources
- Begin to walk independently - choosing appropriate props to support at first
- Walk, run, jump and climb - and start to use the stairs independently
- Spin, roll and independently use ropes and swings

3 and 4-year-olds:

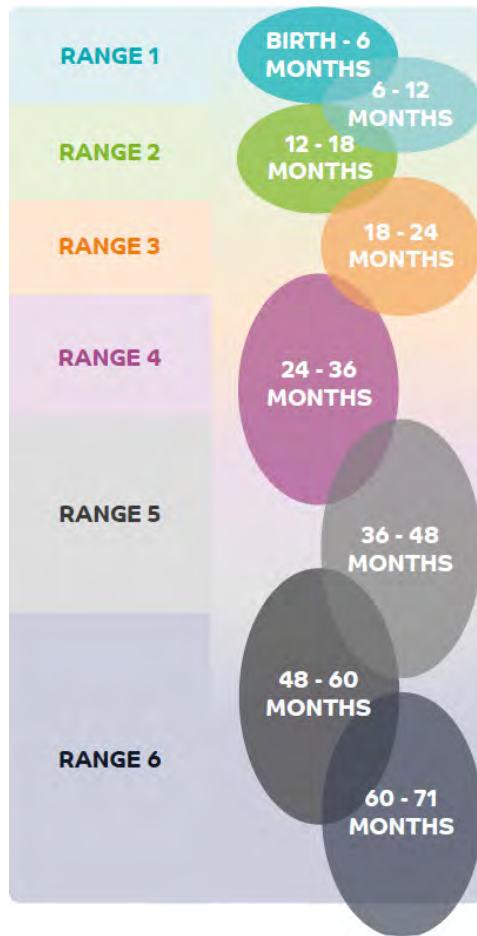
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Go up steps under stairs or climb up apparatus using alternate feet
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items, such as moving along plank safely, carrying large hollow blocks
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control and holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips

Children in Reception:

- Revise and refine the fundamental movement skills they have already acquired:
 - Rolling
 - Crawling
 - Walking
 - Jumping
 - Running
 - Hopping
 - Skipping
 - Climbing
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop the 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
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small-apparatus indoors and outdoors, alone and in a group
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World		
	(No ELG)		
EAD	Creating with Materials	EAD:	Creating with Materials Being Imaginative and Expressive
	Being Imaginative and Expressive		

To support with planning and seeing progression across ranges, we have separated the physical development expectations into Moving and Handling, Health and Self-Care

Birth to 5 Matters: Moving and Handling	
<p>RANGES 1 – 2:</p> <ul style="list-style-type: none"> • Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms • Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations • Belly crawling moves into crawling up on hands and knees • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them • Enjoys finger and toe rhymes and games • Pulls to standing from crawling, holding on to furniture or person for support 	<p>RANGE 3:</p> <ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand) • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use

RANGE 4:

- Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
- Sits comfortably on a chair with both feet on the ground
- Runs safely on whole foot
- Moves in response to music, or rhythms played on instruments such as drums or shakers
- Jumps up into the air with both feet leaving the floor and can jump forward a small distance
- Begins to walk, run and climb on different levels and surfaces
- Begins to understand and choose different ways of moving
- Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it
- Climbs up and down stairs by placing both feet on each step while holding a handrail for support
- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- May be beginning to show preference for dominant hand and/or leg/foot
- Turns pages in a book, sometimes several at once
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Holds mark-making tools with thumb and all fingers

RANGE 5:

- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

RANGE 6:

- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Travels with confidence and skill around, under, over and through balancing and climbing equipment
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control and intention
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Birth to 5 Matters: Health and Self-Care

RANGES 1 – 2:

- Responds to and thrives on warm, sensitive physical contact and care
- Makes needs known through crying and body movements
- Responds to being rocked as a means of soothing
- Responds and turns to sounds, especially voices
- Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear)
- Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support
- Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults
- Can actively cooperate with nappy changing, dressing/undressing

RANGE 3:

- Highly active in short bursts, with frequent and sudden need for rest or withdrawal
- Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need
- Uses physical expression of feelings to release stress
- Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing
- Shows interest in indoor and outdoor clothing and shoes/wellingtons
- Helps with dressing / undressing
- Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling

RANGE 4:

- Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
- Feeds self competently
- Can hold a cup with two hands and drink well without spilling
- Develops some independence in self-care and shows an awareness of routines but still often needs adult support
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
- Begins to recognise danger and seeks the support and comfort of significant adults

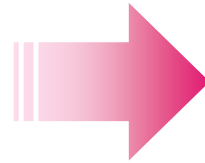
RANGE 5:

- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play
- Observes and can describe in words or actions the effects of physical activity on their bodies
- Can name and identify different parts of the body
- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- Can name and identify different parts of the body
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath
- Can mirror the playful actions or movements of another adult or child
- Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom

RANGE 6:

- Eats a healthy range of foodstuffs and understands need for variety in food
- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Can initiate and describe playful actions or movements for other children to mirror and follow
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others
- Shows understanding of how to transport and store equipment safely
- Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

Reception



Year 1

National Curriculum for Physical Education: Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

- perform safe self-rescue in different water-based situation
- competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

Lancashire LPDS Key Learning for Physical Education - Key Stage 1:

Games

Developing Skills:

Travelling

- Running, hopping, skipping, galloping
- Change direction easily i.e. dodging and swerving
- Travelling with an object i.e. beanbag, ball, bat and ball

Sending

- Roll a ball underarm
- Throw an object underarm (beanbag)
- Throw an object overarm (beanbag, ball)
- Kick a ball
- Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.)
- Striking a ball with a bat

Receiving

- Trap a ball with feet
- Catching a ball
- Catching a ball at different heights

Application of Skills:

- Recognise and use space in a game
- Understand the concept of aiming and the need for accuracy
- Use a feint to try and win a net-type game
- Throw or hit an object into space to make it more difficult for their opponents
- Invasion type game – understand to pass the ball to a person in space (Y2).
- Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space

Character Values and Health:

- Knows the lesson begins with a warm-up and ends with cool down
- Describes how their heart is beating, and their breathing is normal /puffed at different times in the lesson
- Understand and describe changes to their heart rate when playing different type games
- Begin to understand basic principles of working with a partner or group
- Explain why running and playing games is good for them
- The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Lancashire LPDS Key Learning for Physical Education - Key Stage 1:

Dance Type Activities

Developing Skills:	Application of, and Linking Skills:	Character Values and Health:
<p>Body Actions</p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel – waddle, slide Turn – spin Gesture – bob, flap Stillness – freeze</p> <ul style="list-style-type: none"> • Copy simple movement patterns i.e. waddling, huddle and flap wings • Show and tell using body actions to explore moods, ideas and feelings • Vary speed, strength, energy and tension of their movements 	<ul style="list-style-type: none"> • Choose movements to make own simple dance phrase with beginning, middle and ending • Practise and repeat these movements so they can be performed in a controlled way • Choose and link actions that express a mood, idea or feeling • Remember and repeat movements showing greater control, coordination and spatial awareness 	<ul style="list-style-type: none"> • Knows the lesson begins with a warm-up and ends with cool down • Describes how their heart is beating, and their breathing is normal /puffed at different times in the lesson • Understand and describe changes to their heart rate when playing different type games • Begin to understand basic principles of working with a partner or group • Explain why running and playing games is good for them • The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Lancashire LPDS Key Learning for Physical Education - Key Stage 1:

Gymnastic Type Activities

Developing Skills:

Travelling

Feet

- Jog, skip, gallop, hop, walk forwards, walk backwards

Hands and feet

- Frog, bunny, crab, bear, caterpillar, crocodile, monkey etc.

Shape

- Wide, then, tuck, dish, arch

Rolling

- Rocking on back, pencil, egg rolls, dish roll, teddy bear / circle roll, forward roll

Balance

- Front support, balance on four and three points, large body parts, tummy, back, bottom, shoulder

Jumping

- Two feet to two feet, two feet to one, one foot to two
- Two feet to two feet for height with shape

Handle small and large apparatus

- Mats, benches, gymnastic tables

Application of, and Linking Skills:

- Create and link simple combinations of two / three actions / skills e.g. travel and balance
- To link “like” movements with a beginning, middle and end
- To copy a partner’s sequence
- Remember and repeat simple linked sequences
- Link simple combinations of three / four actions / skills e.g. jump, travel, roll, balance
- Devise short sequence, clear begin, middle, and end
- Adapt sequence to include partner or apparatus
- Remember and repeat accurately, devised sequences

Character Values and Health:

- Knows the lesson begins with a warm-up and ends with cool down
- Describes how their heart is beating, and their breathing is normal /puffed at different times in the lesson
- Understand and describe changes to their heart rate when playing different type games
- Begin to understand basic principles of working with a partner or group
- Explain why running and playing games is good for them
- The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

Literacy



LPDS



Planning for Learning in Reception: Literacy

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their Literacy journey.

What is Key Learning in Literacy?

Early Years Literacy experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Year 1 and beyond. These key pieces of learning will guide teachers to plan Literacy opportunities to support progress towards Year 1 readiness, as well as achievement of the Early Learning Goals. The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. Other documents have also been used such as The Reading Framework, the Education Endowment Foundation guidance and further relevant research materials. The key learning for Literacy have been broken down for Reading, into Word Reading and Comprehension and for Writing, into Transcription (phonics and handwriting), and Composition (articulating and structuring ideas) including vocabulary, grammar and punctuation, to provide further detail.

How might this document be used?

This publication is designed to support practitioners in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning. Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum. This document aims to guide teachers in designing a thoughtfully planned, well-sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and planning for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Literacy, complementary guidance from Development Matters and Birth to 5 Matters have been included to supplement understanding of development and learning. LPDS Consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Year 1 Key Learning for Reading and Writing. These Year 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in Reading and Writing, to support mixed age planning and support for Subject Leaders.

Literacy - Reading

EYFS Statutory Educational Programme:

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

Statutory ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Statutory ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Oral Blending, GPC Recognition, Blending for Reading Words and Sentences:

- Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words or equivalent
- Recognise and enunciate correctly GPCs in Phase 2 and 3 or equivalent
- Blend to read VC and CVC words using Phase 2 GPCs or equivalent
- Blend to read VC and CVC words using Phase 3 GPCs or equivalent
- Blend to read two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. *cobweb*, *raincoat*
- Blend to read a combination of adjacent consonants (Phase 4 or equivalent) at the beginning or at the end of words, including Phase 2 and 3 graphemes or equivalent
- Blend to read polysyllabic words with Phase 2 and 3 graphemes or equivalent, and adjacent consonants, e.g. *toothbrush*, *sandpit*, *Manchester*
- Recognise upper case letters alongside lowercase GPCs introduced to support decoding
- Distinguish between a word, letter and a space
- Read words consistent with phonic knowledge by accurately sound blending
- Read phonetically decodable words within sentences using Phase 2 words or equivalent
- Read phonetically decodable words within sentences using Phase 3 words or equivalent
- Read phonetically decodable words within sentences using Phase 4 words or equivalent

Common Exception (Tricky) Words:

- Read Phase 2 common exception (tricky) words or equivalent
- Read Phase 3 common exception (tricky) words or equivalent
- Read Phase 4 common exception (tricky) words or equivalent
- Read sentences including Phase 2 common exception (tricky) words or equivalent
- Read sentences including Phase 3 common exception (tricky) words or equivalent
- Read sentences including Phase 4 common exception (tricky) words or equivalent
- Read books consistent with phonic knowledge

Comprehension

- Listen to and discuss stories or information that has been read to them, or they have read themselves
- Recite a range of simple rhymes, songs and poems
- Understand and discuss the difference between text and illustrations in a range of text types
- Know that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts
- Hold a book correctly and turn pages from front to back
- Talk about the front and back cover in stories, discuss the title and illustrations
- Discuss specific information in non-fiction texts, e.g. *labels, images, contents page, captions, glossary*
- Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves
- Look closely and discuss in more detail the illustrations to develop understanding of the story
- Activate prior knowledge, e.g. *Do you know any stories about bears?*
- Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. *word rap, vocabulary wall, word tree*
- Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories
- Respond to questions using *who, what, where* and *when* linked to text and illustrations
- Respond to questions about *how* and *why* something is happening
- Identify, describe and discuss the main characters in stories
- Explore what a character might say, feel and/or think
- Identify, discuss and sequence the main events in stories
- Use actions and pictures to orally retell stories and rhymes in their own words
- Role-play stories and events, using simple props and recently introduced vocabulary
- Articulate feelings linked to stories, songs, rhymes, non-fiction and poems

Development Matters: Literacy Reading – Word Reading

Birth to Three:

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
- Say some of the words in songs and rhymes
- Enjoy songs and rhymes, tuning in and paying attention
- Sing songs and say rhymes independently, for example, singing whilst playing
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo

3 and 4-year-olds:

- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother

Children in Reception:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words

Development Matters: Literacy Reading – Comprehension

Birth to Three:

- Copy finger movements and other gestures
- Enjoy sharing books with an adult
- Pay attention and respond to the pictures or the words
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone
- Repeat words and phrases from familiar stories
- Ask questions about the book. Make comments and shares their own ideas
- Develop play around favourite stories using props

3 and 4-year-olds:

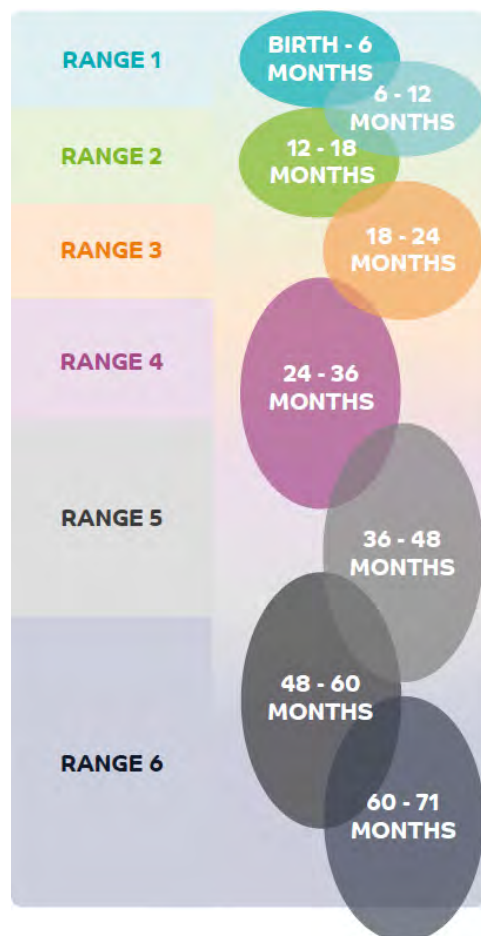
- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Engage in extended conversations about stories, learning new vocabulary

Children in Reception:

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

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		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
PD	Building Relationships	PSED:	Making Relationships
	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
	L	CL:	Understanding
L	Comprehension	L:	Reading
	Word Reading	L:	Writing
	Writing		
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	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Literacy Reading – Word Reading

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Notices and engages with sounds and images in the environment 	<ul style="list-style-type: none"> • Responds to sounds in the environment such as cars, sirens and birds • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes 	<ul style="list-style-type: none"> • Begins to join in with actions and sounds in familiar songs and book sharing experience 	<ul style="list-style-type: none"> • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/” Daddy” for example • Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.

Birth to 5 Matters: Literacy Reading– Comprehension

RANGE 1:	RANGES 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • As part of sensory exploration, may touch and handle books and digital reading devices • Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to 	<ul style="list-style-type: none"> • Handles books, printed and digital reading material with interest • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences 	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites. 	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence 	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves

Reception



Year 1

The National Curriculum for English (Word Reading)

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

The National Curriculum for English (Comprehension)

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Lancashire LPDS Year 1 Key Learning – Reading

Word Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge
- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to grapheme for the 44 phonemes
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*
- Read accurately by blending sounds in unfamiliar words
- Read common exception words, noting tricky parts (see below)
- Read words containing *-s, -es, -ing, -ed, -er, -est* endings
- Split two and three syllable words into the separate syllables to support blending for reading
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter
- Develop fluency, accuracy and confidence by re-reading books
- Read more challenging texts using phonics and common exception word recognition

Comprehension

Developing pleasure in reading and motivation to read

- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems
- Relate texts to own experiences
- Recognise and join in with language patterns and repetition
- Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors
- Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*
- Enjoy and recite rhymes and poems by heart
- Make personal reading choices and explain reasons for choices

Understanding books which they can read themselves and those which are read to them

- Introduce and discuss key vocabulary, linking meanings of new words to those already known
- Activate prior knowledge, e.g. *What do you know about minibests?*
- Check that texts make sense while reading and self-correct
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text
- Give opinions and support with reasons e.g. *I like the Little Red Hen because she...*
- Explain clearly their understanding of what is read to them
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how
- Identify and discuss the main events in stories
- Identify and discuss the main characters in stories
- Recall specific information in fiction and non-fiction texts
- Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram*
- Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy*
- Make basic inferences about what is being said and done
- Make predictions based on what has been read so far

Participating in discussion

- Listen to what others say
- Take turns

Literacy - Writing

EYFS Statutory Educational Programme:

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

Statutory ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Statutory ELG: Physical Development

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrates strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Oral Segmenting, GPC Formation, Segmenting to Spell Words, Phrases and Sentences:

- Orally segment words into phonemes within Phase 2, Phase 3 and Phase 4 words or equivalent
- Use some clearly identifiable letters to communicate meaning
- Use appropriate letters for initial phonemes in words
- Use clearly identifiable letters to represent some phonemes correctly and in sequence
- Segment to spell VC and CVC words using Phase 2 GPCs or equivalent
- Segment to spell VC and CVC words using Phase 3 GPCs or equivalent
- Segment to spell two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. *cobweb*, *bedroom*
- Begin to segment to spell a combination of adjacent consonants (Phase 4 or equivalent) at the beginning and at the end of words, including Phase 2 and 3 GPCs or equivalent
- Begin to segment to spell polysyllabic words with Phase 2 and 3 GPCs or equivalent, and adjacent consonants, e.g. *toothbrush*, *sandpit*, *Manchester*
- Make phonetically plausible attempts when writing words beyond current phonic knowledge
- Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 2 GPCs or equivalent
- Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 3 GPCs or equivalent
- Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 4 GPCs or equivalent

Common Exception Words (tricky):

- Write Phase 2 (or equivalent) common exception words (tricky)
- Write Phase 3 (or equivalent) common exception words (tricky)
- Begin to write Phase 4 (or equivalent) common exception words (tricky)
- Write sentences including Phase 2 (or equivalent) common exception words (tricky)
- Write sentences including Phase 3 (or equivalent) common exception words (tricky)
- Begin to write sentences including Phase 4 (or equivalent) common exception words (tricky)

Composition – Articulating and Structuring Ideas

- Give meaning to pre-phonemic writing:
 - patterns
 - pictures
 - random scribbling
 - scribble writing
 - symbols that represent letters
 - random letters or numerals
 - letter strings (continuous string of letters, symbols or numerals)
 - letter groups (groups of letters, symbols or numerals including spaces)
 - environmental print
- Understand that thoughts and ideas can be written down using pictures, letters, words, phrases and sentences, either through adult scribing or a child making marks
- Have ideas and reasons for mark-making and writing
- Give meaning to mark-making through drawing, painting, writing, and technology
- Show some understanding of writing for different purposes and emulate adults' writing behaviours, e.g. *writing on a whiteboard, making a tally chart, creating a 'register'*
- Know that in English, print is written from left to right and top to bottom and that print conveys meaning in a range of texts
- Show some understanding of writing for different audiences, e.g. *writing a note to the fairy, creating a get-well card for a friend*
- Independently use writing during play
- Write familiar words, e.g. *mummy, daddy*
- Use developing phonic knowledge when composing and writing ideas
- Orally compose a word, phrase or sentence and hold it in memory, before attempting to write it
- Begin to use simple sentence forms, using strategies such as phonic fingers, counting the words to support
- Create a simple narrative using drawings, words, phrases and sentences
- Write different text forms for a range of purposes, e.g. *lists, stories, menus, instructions, labels, captions, recipes, letters, posters*
- Respond to questions (who, what, where, when) linked to text and illustrations, using drawings, words, phrases and sentences
- Use writing to say what a character might be thinking, saying or feeling
- Sequence a simple story or event using drawings, words, phrases and sentences
- Demonstrate some use of familiar language patterns of stories through mark-making, e.g. *Once upon a time, Suddenly, I'll huff and I'll puff*

- Imitate stories and rhymes using pictures, words, phrases and sentences
- Innovate stories and rhymes using pictures, words, phrases and sentences

Transcription – Handwriting	Composition- Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> • Demonstrate pre-phonemic writing: <ul style="list-style-type: none"> - patterns - pictures - random scribbling - scribble writing - symbols that represent letters - random letters or numerals - letter strings (continuous string of letters, symbols or numerals) - letter groups (groups of letters, symbols or numerals including spaces) - environmental print • Hold writing tools and implements with a developing grip, using an appropriate amount of pressure • Make marks, drawings and symbols with increasing control • Use some recognisable letters and symbols • Use handwriting patten/phrase to support formation, if appropriate • Form some lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated • Form some capital letters correctly, including the initial letter of their name • Form letters from their name correctly • Write left to right and top to bottom • Begin to form clear ascenders ('tall letters') and descenders ('tails') to write recognisable letters • Form lower-case letters with developing consistency • Hold paper in position, and use preferred hand for writing, developing a comfortable pencil grip • Begin to write on the lines with some control of letter size 	<ul style="list-style-type: none"> • Use recently introduced vocabulary orally and attempt in writing, e.g. <i>drawing and labelling a spider's web</i> • Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes • Begin to recognise and know there needs to be spaces between words in a phrase or a simple sentence • Recognise and know that full stops are at the end of a sentence • Recognise and know that a sentence starts with a capital letter • Orally compose sentences that make sense • Write a simple phrase including finger spaces, that can be read by themselves and others • Write simple sentences including finger spaces that can be read by themselves and others • Re-read what they have written to check that it makes sense

Development Matters: Literacy - Writing

Birth to Three:

- Enjoy drawing freely
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name

3 and 4-year-olds:

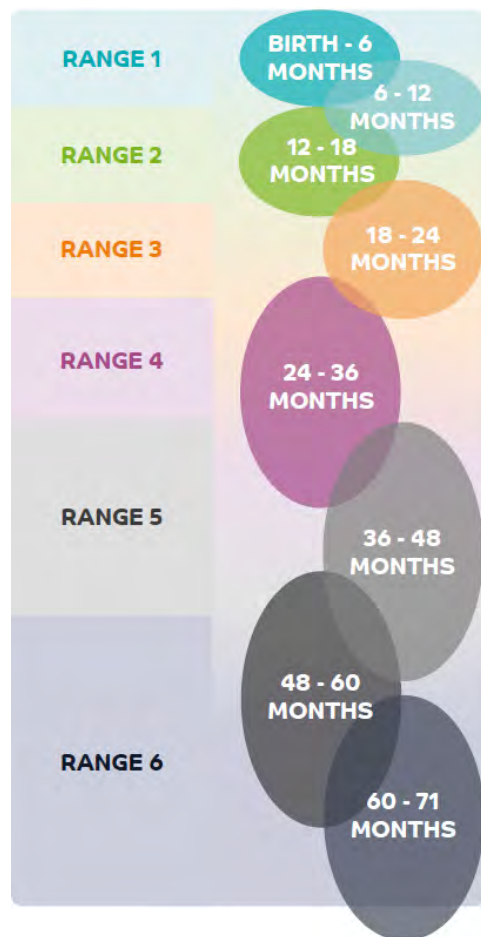
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
- Write some or all of their name
- Write some letters accurately

Children in Reception:

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Literacy– Writing

<p>RANGES 1 – 2:</p> <p><i>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language).</i></p> <p><i>What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development)</i></p>	<p>RANGE 3:</p> <p><i>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</i></p> <ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks <p>RANGE 4:</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make <p><i>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</i></p>	<p>RANGE 5:</p> <ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<p>RANGE 6:</p> <ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
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Reception



Year 1

The National Curriculum for English (Writing – Transcription)	The National Curriculum for English (Writing - Handwriting)	The National Curriculum for English (Writing – Vocabulary, Grammar and Punctuation)	The National Curriculum for English (Writing – Composition)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ - learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher

Composition

Vocabulary, Grammar and Punctuation:

- Say, and hold in memory whilst writing, simple sentences which make sense
- Write simple sentences that can be read by themselves and others
- Separate words with spaces
- Use punctuation to demarcate simple sentences (capital letters and full stops)
- Use capital letter for the personal pronoun I
- Use capital letters for names of people, places and days of the week
- Identify and use question marks and exclamation marks
- Use the joining word *and* to link words and clauses
- Extend range of joining words to link words and clauses using *but* and *or*
- Make singular nouns plural using 's' and 'es' e.g. *dog, dogs; wish, wishes*
- Add suffixes to verbs where no spelling change is needed to the root word, e.g. *helping, helped, helper*
- Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. *untie, unkind*

Composition:

Planning

- Orally plan and rehearse ideas
- Sequence ideas and events in narrative
- Sequence ideas and events in non-fiction
- Use familiar plots for structuring the opening, middle and end of their stories

Drafting and Writing

- Orally compose every sentence before writing
- Re-read every sentence to check it makes sense
- Compose and sequence their own sentences to write short narratives
- Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions*
- Use formulaic phrases to open and close texts
- Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*

Evaluating and Editing

- Discuss their writing with adults and peers

Performing

- Read aloud their writing audibly to adults and peers

Transcription

Spelling:

- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words
- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back*
- Spell words with the /nk/sound spelt n before k, e.g. *bank, think*
- Divide words into syllables, e.g. *pocket*
- Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch*
- Spell words with the /v/ sound at the end of words, e.g. *have, live, give*
- Add s and es to words, e.g. *thanks, catches*
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Add -er and -est to adjectives where no change is needed to the root word
- Spell words with vowel digraphs
- Spell words with vowel trigraphs
- Spell words ending -y /i/, e.g. *happy*
- Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel*
- Spell words using k for the /k/ sound, e.g. *Kent*
- Add the prefix -un
- Spell compound words, e.g. *farmyard, bedroom*
- Spell statutory common exception words
- Spell days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting:

- Sit correctly at a table and hold a pencil correctly
 - Hold a pencil with an effective grip
 - Form lower-case letters correctly – *starting and finishing in the right place, going the right way round, correctly oriented*
 - Form digits 0-9 correctly
 - Practise forming letters in handwriting families:
 - 'Long ladders' – i, j, l, t, u,
 - 'One armed robots' – b, h, m, n p, r
 - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s
 - Zig-zag letters – k, v, w, x, y, z
 - Have clear ascenders ('*tall letters*') and descenders ('*tails*')
- Form capital letters correctly

Mathematics



LPDS



Planning for Learning in Reception: Mathematics

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their mathematical journey.

What is Key Learning in Mathematics?

Early Years Mathematics experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Year 1/Key Stage 1. These key pieces of learning will guide teachers to plan number, numerical patterns, shape, space, measure and sorting opportunities, to support progress towards Year 1 readiness as well as achievement of the Early Learning Goals.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. Other documents have also been used such as Learning Trajectories, NCETM Early Years materials, The Early Childhood Maths Group and many other sources. The Key Learning for Mathematics has been broken down into smaller sections to provide further detail.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers and Subject Leaders in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Mathematics, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and these can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Year 1 Key Learning for Mathematics. These Year 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in mathematical development, to support mixed age planning and inform Subject Leaders.

Mathematics

EYFS Statutory Educational Programme:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

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 and peers about what they notice and not be afraid to make mistakes.

Statutory ELG: Number:

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Statutory ELG: Numerical Patterns:

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Lancashire LPDS Reception Key Learning Linked to Number:

Counting:

Rote counting

- Rote count from 1
- Rote count on from a given number between 1 and 20
- Rote count back from 20 to 0
- Rote count back from a given number between 0 and 20
- Know what number comes before or after a given number
- Say a number between two given numbers
- Rote count beyond 20

Counting objects

- Understand that counting is to find out how many
- Use one to one correspondence when counting
- Understand the last number said is the number in the set
- Count up to 20 objects, pictures, sounds and actions
- Understand and use conservation of number
- Use the word 'zero' to represent 'none'
- Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal
- Recognise without counting (subitise) quantities within 10

Number Sense:

- Partition a set of objects in different ways using the terminology part - whole
- Understand that 'teen' numbers are one group of 10 plus another number
- Understand 20 is the same as two groups of 10
- Explore and represent the patterns in odd and even numbers
- Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc.

Number Graphics:

- Represent amounts in their own ways, explaining what they mean
- Represent and explain their thinking in their own ways
- Correctly form numerals 0 to 20

<p>Number Recognition:</p> <ul style="list-style-type: none"> • Recognise and identify numerals 0 to 20 • Select the numeral that represents a set of objects • Order numerals to 10 	<p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole • Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole • Relate subtraction to addition in practical situations using the terminology part – whole • Identify one more and one fewer (less) than a given number • Add two single-digit numbers totalling within 10, using practical equipment • Subtract a single-digit number from a number within 10, using practical equipment • Automatically recall addition and subtraction facts within 5 and some addition and subtraction facts for 10 	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> • Understand that sharing is splitting an amount into equal parts • Understand that halving is sharing into two equal parts • Understand that doubling is adding the same number to itself • Automatically recall double facts to double 5
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Lancashire LPDS Reception Key Learning Linked to Shape, Space, Statistics and Measurement:

Shape:

- Know that shapes can appear in different ways and be different sizes
- Build and make models with 3-D shapes
- Create and describe pictures with 2-D shapes
- Combine shapes to create others
- Identify which shapes have been combined to make a simple picture
- Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle)
- Name common 3-D shapes (sphere, cube, cuboid)
- Talk about shapes using mathematical language (straight, curved, sides, flat, solid)
- Sort shapes according to their own criteria

Space:

- Understand use positional language in everyday situations
- Understand and use ordinal numbers when describing position
- Understand and use the language of movement/direction
- Describe and recognise patterns made of objects and shapes
- Create patterns made of objects and shapes

Statistics:

- Sort objects and say what features they have in common

Measurement:

Distance

- Understand that measures of distance can have different names including length, width, height
- Understand and use language to compare the length/width of two objects
- Understand and use language to compare the height of two objects
- Understand and use language of comparison when ordering three objects of different lengths/widths/heights
- Understand the concept of conservation of length/width/height

Weight/mass

- Understand and use language to compare the weight/mass of two objects
- Understand the concept of conservation of weight

Volume/capacity

- Understand and use language to describe the amount in a container
- Understand and use language to compare two of the same container holding different amounts
- Understand and use the language of comparison when ordering three of the same container holding different amounts
- Understand the concept of conservation of volume/capacity

Money

- Understand that we need to pay for goods
- Talk about things they want to spend their money on
- Talk about different ways we can pay for things
- Recognise that there are different coins
- Recognise a 1p coin from within a set of mixed coins
- Use 1p coins to pay for objects

Time

- Talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.
- Understand and use simple time words e.g. before, after, yesterday, today, tomorrow
- Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower
- Sequence two or three familiar events and describe the sequence
- Know the names of the days of the week
- Say the names of the days of the week in order

Development Matters: Mathematics - Number

Birth to Three:

- Combine objects like stacking blocks and cups
- Put objects inside others and take them out again
- Take part in finger rhymes with numbers
- React to changes of amount in a group of up to three items
- Compare amounts, saying 'lots', 'more' or 'same'
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence
- Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'

3 and 4-year-olds:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- Recite numbers past 5
- Say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')
- Show 'finger numbers' up to 5
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'

Children in Reception:

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond 10
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10

Development Matters: Mathematics - Shape, Space, Measure, Pattern and Sorting

Birth to Three:

- Climb and squeeze themselves into different types of spaces
- Build with a range of resources
- Complete inset puzzles
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
- Notice patterns and arrange things in patterns

3 and 4-year-olds:

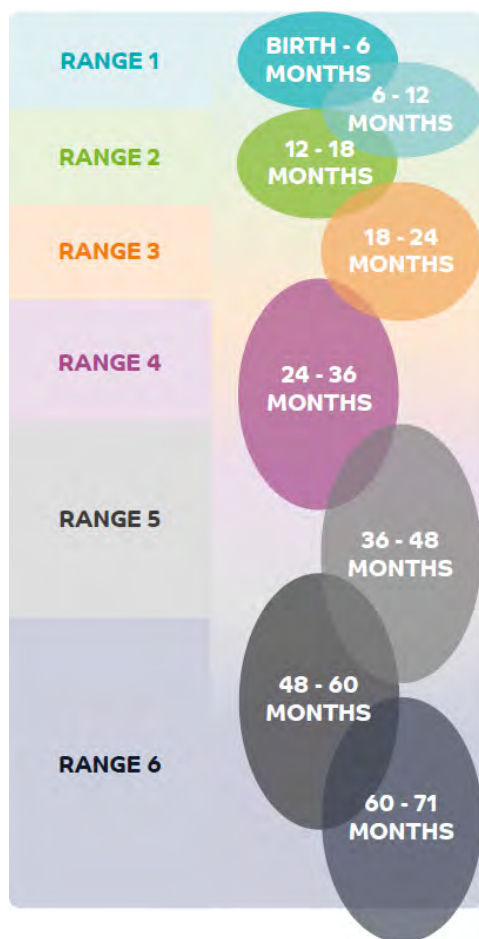
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'
- Understand position through words alone – for example, "The bag is under the table," – with no pointing
- Describe a familiar route
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Children in Reception:

- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

To support with planning and seeing progression across ranges, we have separated the mathematics expectations into number, spatial awareness, shape, pattern and measures.

Birth to 5 Matters: Mathematics (Number)			
<p>RANGE 1:</p> <ul style="list-style-type: none"> • Reacts to changes of amount when those amounts are significant (more than double) 	<p>RANGE 2:</p> <ul style="list-style-type: none"> • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight 	<p>RANGE 3:</p> <p>Comparison</p> <ul style="list-style-type: none"> • Responds to words like <i>lots</i> or <i>more</i> <p>Counting</p> <ul style="list-style-type: none"> • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Cardinality</p> <ul style="list-style-type: none"> • Uses number words, like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things 	<p>RANGE 4:</p> <p>Comparison</p> <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i> <p>Counting</p> <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) <p>Cardinality (<i>How many?</i>)</p> <ul style="list-style-type: none"> • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.

RANGE 5:**Comparison**

- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. *You've got two, I've got two. Same!*

Counting

- May enjoy counting verbally as far as they can go
- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Uses some number names and number language within play, and may show fascination with large numbers
- Begin to recognise numerals 0 to 10

Cardinality

- Subitises one, two and three objects (without counting)
- Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
- Links numerals with amounts up to 5 and maybe beyond
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings

Composition

- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
- Beginning to use understanding of number to solve practical problems in play and meaningful activities
- Beginning to recognise that each counting number is one more than the one before
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

RANGE 6:**Comparison**

- Uses number names and symbols when comparing numbers, showing interest in large numbers
- Estimates of numbers of things, showing understanding of relative size

Counting

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)

Cardinality

- Engages in subitising numbers to four and maybe five
- Counts out up to 10 objects from a larger group
- Matches the numeral with a group of items to show how many there are (up to 10)

Composition

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"

Birth to 5 Matters: Mathematics (Spatial Awareness)

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Explores space when they are free to move, roll and stretch • Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other 	<ul style="list-style-type: none"> • Explores space around them and engages with position and direction, such as pointing to where they would like to go 	<ul style="list-style-type: none"> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces 	<ul style="list-style-type: none"> • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away 	<ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks

Birth to 5 Matters: Mathematics (Shape)

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Explores differently sized and shaped objects • Beginning to put objects of similar shapes inside others and take them out again 	<ul style="list-style-type: none"> • Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles 	<ul style="list-style-type: none"> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements 	<ul style="list-style-type: none"> • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions 	<ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks 	<ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

Birth to 5 Matters: Mathematics (Pattern)

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Shows interest in patterned songs and rhymes, perhaps with repeated actions • Experiences patterned objects and images • Begins to predict what happens next in predictable situations 	<ul style="list-style-type: none"> • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions 	<ul style="list-style-type: none"> • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys 	<ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines 	<ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

Birth to 5 Matters: Mathematics (Measures)

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Responds to size, reacting to very big or very small items that they see or try to pick up 	<ul style="list-style-type: none"> • Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers 	<ul style="list-style-type: none"> • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines 	<ul style="list-style-type: none"> • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time 	<ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars

Reception



Year 1

National Curriculum for Mathematics: Year 1 (Number)

Number - number and place value:

- Pupils should be taught to:
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
 - given a number, identify 1 more and 1 less
 - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 - read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction:

- Pupils should be taught to:
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
 - represent and use number bonds and related subtraction facts within 20
 - add and subtract one-digit and two-digit numbers to 20, including 0
 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

Number – multiplication and division:

- Pupils should be taught to:
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number – fractions:

- Pupils should be taught to:
- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
 - recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

National Curriculum for Mathematics: Year 1 (Measurement and Geometry)

Measurement:

Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
 - mass/weight (for example, heavy/light, heavier than, lighter than)
 - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)
 - time (for example, quicker, slower, earlier, later)
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)

Geometry – properties of shapes:

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes (for example, rectangles (including squares), circles and triangles)
 - 3-D shapes (for example, cuboids (including cubes), pyramids and spheres)

Geometry – position and direction:

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns

Lancashire LPDS Key Learning for Mathematics: Year 1 (Number)

Number and Place Value:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count in multiples of twos, fives and tens
- Read and write numbers to 100 in numerals
- Read and write numbers from 1 to 20 in numerals and words
- *Begin to recognise the place value of numbers beyond 20 (tens and ones)*
- Identify and represent numbers using objects and pictorial representations including the number line
- Use the language of: equal to, more than, less than (fewer), most, least
- Given a number, identify one more and one less
- *Given a number identify ten more or less*
- *Order numbers to 50*
- *Recognise and create repeating patterns with numbers, objects and shapes*
- *Identify odd and even numbers linked to counting in twos from 0 and 1*
- *Solve problems and practical problems involving all of the above*

Addition and Subtraction:

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero (*using concrete objects and pictorial representations*)
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Multiplication and Division:

- *Recall and use doubles of all numbers to 10 and corresponding halves*
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Fractions:

- *Understand that a fraction can describe part of a whole*
- *Understand that a unit fraction represents one equal part of a whole*
- Recognise, find and name a half as one of two equal parts of an object shape or quantity (*including measure*)
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (*including measure*)

Lancashire LPDS Key Learning for Mathematics: Year 1 (Measurement, Geometry and Statistics)

<p>Measurement:</p> <ul style="list-style-type: none"> • Measure and begin to record: <ul style="list-style-type: none"> - lengths and heights, <i>using non-standard and then manageable standard units (m/cm)</i> - mass/weight, <i>using non-standard and then manageable standard units (kg/g)</i> - capacity and volume <i>using non-standard and then manageable standard units (litres/ml)</i> - time (hours/minutes/seconds) <i>within children's range of counting competence</i> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) 	<p>Measurement:</p> <ul style="list-style-type: none"> • Recognise and use language relating to dates, including days of the week, weeks, months and years • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times • Recognise and know the value of different denominations of coins and notes 	<p>Geometry – Properties of Shapes:</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles • Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres <hr/> <p>Geometry – Position and Direction:</p> <ul style="list-style-type: none"> • Describe movement, including whole, half, quarter and three-quarter turns • <i>Recognise and create repeating patterns with objects and shapes</i> <p>Describe position and direction</p>	<p>Statistics:</p> <ul style="list-style-type: none"> • <i>Sort objects, numbers and shapes to a given criterion and their own</i> • <i>Present and interpret data in block diagrams using practical equipment</i> • <i>Ask and answer simple questions by counting the number of objects in each category</i> • <i>Ask and answer questions by comparing categorical data</i>
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The Key Learning and LAPS are designed to support schools in preparing children for the mathematical content of the Year 1 National Curriculum requirements.

Key Learning and LAPS for Year 1 to Year 6 can be purchased here: <https://www.lancashire.gov.uk/lpds/publications/details/?id=900>



Understanding the World



LPDS



LANCASHIRE PROFESSIONAL
DEVELOPMENT SERVICE

Planning for Learning in Reception: Historical Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their historical journey.

What is Key Learning in History?

The Early Years History expert at LPDS has created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning have been identified from the Understanding the World area in Development Matters and Birth to 5 Matters. This learning will guide teachers to plan observation, communication, research, recall and chronology opportunities, to support progress towards Year 1 readiness as well as achievement of the Early Learning Goal for Past and Present.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for Historical Development has been broken down into smaller sections to provide further detail.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers and subject leaders in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Historical Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and these can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development. Also included are links to Key Stage 1 Key Learning for History. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps to support mixed age planning and inform Subject Leaders.

Understanding The World

EYFS Statutory Educational Programme:

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

Statutory ELG: Past and Present:

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Lancashire LPDS Reception Key Learning Linked to Historical Development:

Communication:	Observation:	Description:	Research:	Recall:	Chronology:	Vocabulary:
<ul style="list-style-type: none"> • Talk about key events, in own lives, about family, friends, other people including significant people. • Talk about key roles people have in society both in the present and the past. 	<ul style="list-style-type: none"> • Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. 	<ul style="list-style-type: none"> • Describe features of objects, people, places at different times. • Make comparisons and talk about what is the same and what is different. 	<ul style="list-style-type: none"> • Find out about, people, places, events, objects. • Ask questions and use different sources to find the answers, including books. 	<ul style="list-style-type: none"> • Talk to others about what they know about a key person, character, event from the past. 	<ul style="list-style-type: none"> • Order simple experiences in relation to themselves, and others including stories, events, and experiences. 	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>

Development Matters: Historical Development within Understanding the World

Birth to Three:

- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips
- Make connections between the features of their family and other families
- Notice differences between people

3 and 4-year-olds:

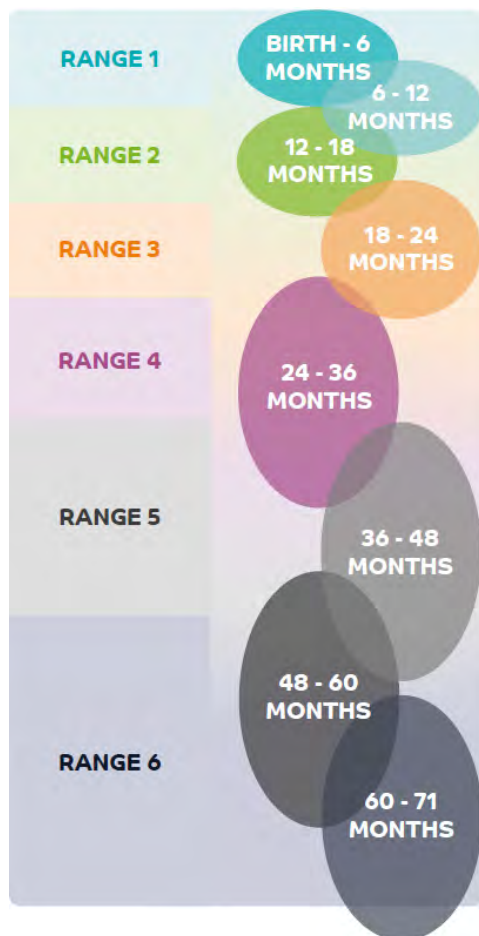
- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Understand the key features of the life cycle of a plant and an animal
- Begin to make sense of their own life-story and family's history
- Continue developing positive attitudes about the differences between people
- Show interest in different occupations
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Children in Reception:

- Explore the natural world around them.
- Describe what they see, hear, and feel whilst outside
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Understand that some places are special to members of their community
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different from the one in which they live.

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

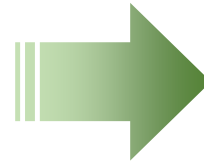
Birth to 5 Matters: Historical Development within Understanding the World (People and Communities)

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives 	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these 	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Birth to 5 Matters: Historical Development within Understanding the world (The World)

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events • Reacts with abrupt change when a face or object suddenly disappears from view 	<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing 	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot 	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur and talks about changes

Reception



Year 1

The National Curriculum for Key Stage One History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Lancashire LPDS Key Learning for Key Stage One History:			
<p>Events, People and Changes:</p> <ul style="list-style-type: none"> • Changes within living memory (including aspects of national life where appropriate) • Events beyond living memory which are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements • Significant historical events, people and places in the pupils' own locality 	<p>Enquiry, Interpretation and Using Sources:</p> <ul style="list-style-type: none"> • Show curiosity and be able to speculate about artefacts and sources from the past • Make simple observations about different people, events, beliefs, and communities • Ask and answer questions about parts of stories and other sources • Choose and use parts of stories and other sources to show that they know and understand key features of events • Understand some of the ways in which we find out about the past, e.g. <i>through sources</i> • Identify some of the basic ways the past can be represented, e.g. <i>through pictures</i> • Use sources to answer simple questions about the past e.g. <i>which object is older? How do we know?</i> • Ask and answer questions about the past through <i>observing, handling, and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</i> • Consider why things may change over time • Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. <i>What was different...?'</i> • Begin to make connections which build on prior learning 	<p>Chronology:</p> <ul style="list-style-type: none"> • Develop an awareness of the past • Recognise the distinction between past and present • Use common words and phrases relating to the passing of time such as <i>before, after, yesterday, past, last year, a long time ago</i> • Identify some similarities and differences between ways of life at different times • Recognise that their own lives are similar/different from the lives of people in the past • Know where the people and events they study fit within a chronological framework (Using simplified, broad categories of time such as <i>within living memory and before I was born but in my parents' lifetime</i>) 	<p>Communicating Findings:</p> <ul style="list-style-type: none"> • Use a variety of historical terms such as <i>invention, discovery, explorer, king/queen, history, long ago etc.</i> • Use historical concepts such as <i>now/then</i> and <i>similar/different</i> when making simple connections and noting contrasts • Describe special or significant events in their own lives • Demonstrate simple historical concepts and events through speaking, role-play, and picture stories • Retell simple stories about people and events from the past • Talk about who/what was significant/important in a simple historical account

Planning for Learning in Reception: Geographical Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their Geographical journey.

What is Key Learning in Geography?

The Early Years Geography experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning have been identified from the Understanding the World area in Development Matters and Birth to 5 Matters. This learning will guide teachers to plan observation, communication, mapping, fieldwork and enquiry opportunities, to support progress towards Year 1 readiness as well as achievement of the Early Learning Goals for People, Culture and Communities and the Natural World.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for Geographical Development has been broken down into smaller sections to provide further detail.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Geographical Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Key Stage 1 Key Learning for Geography. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in geographical development, to support mixed age planning and support for Subject Leaders.

Understanding The World

EYFS Statutory Educational Programme:

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

Statutory ELG: People, Culture and Communities:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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

Statutory ELG: The Natural World:

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Lancashire LPDS Reception Key Learning Linked to Geographical Development:

Communication:

- Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments

Mapping and Geographical Skills:

- Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors, etc.

Fieldwork:

- Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc.
- Talk about what features are the same and what are the differences

Enquiry:

- Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about

Development Matters: Geographical Development within Understanding the World

Birth to Three:

- Explore natural materials, indoors and outside
- Explore and respond to different natural phenomena in their setting and on trips
- Notice differences between people

3 and 4-year-olds:

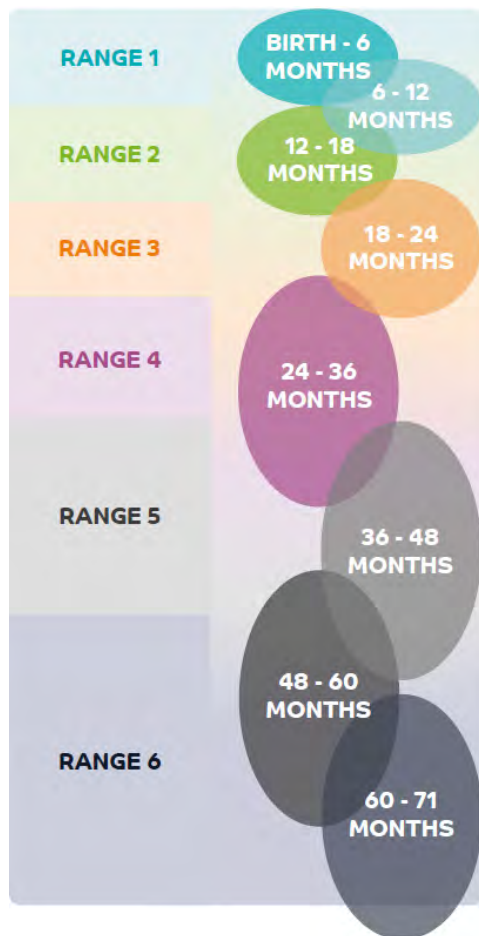
- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide vocabulary
- Continue developing positive attitudes about the differences between people
- Show interest in different occupations
- Begin to understand the need to respect and care for the natural environment and all living things
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Children in Reception:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them.
- Describe what they see, hear, and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
PD	Building Relationships	PSED:	Making Relationships
	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
	L	CL:	Understanding
M	Comprehension	L:	Reading
	Word Reading	L:	Writing
	Writing	M:	Mathematics
UW	Number		
	Numerical Patterns		
	Past and Present	UW:	People and Communities
	People, Culture and Communities		
EAD	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Geographical Development within Understanding the World (People and Communities)

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives 	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these 	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Birth to 5 Matters: Geographical Development within Understanding the World (The World)

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects • Reacts with abrupt change when a face or object suddenly disappears from view • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle 	<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves • Looks for dropped objects • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing 	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot 	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur and talks about changes



Reception

Year 1

The National Curriculum for Key Stage One Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. In planning to ensure the progression described above through teaching about the people, places and changes outlined below, teachers are often introducing pupils to geographical knowledge that they will study more fully at key stages 2 and 3.

Lancashire LPDS Key Learning for Key Stage One Geography:		
<p>Locational Knowledge:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <i>(Schools should consider choosing places and locations that are of globally significant – both terrestrial and marine)</i> 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country i.e., studies on: <ul style="list-style-type: none"> - a small area of the United Kingdom - a small area in a contrasting non-European country 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p>Fieldwork:</p> <ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment • Possibly use cameras and audio equipment to record geographical features, changes, and differences e.g. weather, seasons, vegetation, buildings etc. • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features 	<p>Enquiry / Investigation:</p> <ul style="list-style-type: none"> • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description • Recognise differences between their own and others' lives 	<p>Communication:</p> <ul style="list-style-type: none"> • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where • Notice and describe patterns • Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom • Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.

Geographical Skills / Mapping:

- Use a range of maps and globes (including picture and digital maps) at different scales
- Understand how to zoom in and out and add labels to digital maps
- Use directional language and vocabulary such as bigger/smaller, near/far
- Know that maps give information about places in the world (where/what?)
- Locate land and sea on maps
- Use large scale maps and aerial photos of the school and local area
- Recognise simple features on maps e.g. buildings, roads and fields
- Follow a route on a map starting with a picture map of the school
- Recognise that maps need titles
- Recognise landmarks and basic human features on aerial photos
- Use simple compass directions (NSEW)
- Draw a simple map e.g. of a garden, route map, place in a story
- Use and construct basic symbols in a map key
- Know that symbols and keys mean something on maps
- Find a given OS symbol on a map with support
- Look down on objects and make a plan e.g. of the classroom or playground

Planning for Learning in Reception: Scientific Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their scientific journey.

What is Key Learning in Science?

Early Years Science experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Year 1/Key Stage 1. These key pieces of learning will guide teachers to plan scientific concepts and the skills for working like a scientist to support progress towards Year 1 readiness as well as achievement of the science aspects ('The Natural World') of the Understanding the World Early Learning Goals.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. Other documents have also been used such as the PLAN Assessment 'Knowledge Matrices', 'EY Matrices' and the 'Progression on Working Scientifically' documents [RESOURCES | Download the PLAN primary science assessment resources](#) The Key Learning for Science has been broken down into smaller sections to provide further detail.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and planning for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Science, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Year 1 Key Learning for Science. These Year 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in scientific development, to support mixed age planning and support for Subject Leaders.

Understanding The World

EYFS Statutory Educational Programme:

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

Statutory ELG: Understanding the World: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Learning Linked to Scientific Knowledge / Concepts:

<p>Humans:</p> <ul style="list-style-type: none"> • Learn about how to take care of themselves • Learn about their senses • Describe people who are familiar to them and talk about members of their immediate family and community • Make connections between the features of their family and other families • Notice differences between people • Begin to make sense of their own life-story and family's history • Learn about the life cycles of humans (how humans change as they get older) 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> • Use all their senses to explore the surrounding natural environment • Describe what they see, hear and feel whilst outside. • Explore collections of natural objects from the surrounding environment (which have similar and/or different properties) • Begin to understand the need to respect and care for the natural environment and all living things. • Recognise some environments that are different to the one in which they live. • Describe different habitats / contrasting environments • Identify some animals that live in different habitats / contrasting environments • Observe how the plants and animals within a local habitat change during the seasons • Draw information from a simple map of their locality 	<p>Plants:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials (linked to plants) • Explore collections of materials with similar and/or different properties (linked to plants). • Describe what they see, hear and feel whilst outside • Explore different plants, observing and drawing them • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant • Begin to understand the need to respect and care for the natural environment and all living things (plants) 	<p>Animals, excluding humans:</p> <ul style="list-style-type: none"> • Recognising familiar animals and begin to name and describe some of them • Name and describe animals that live in different habitats • Identify some common features of different animals (tails, horns, wings, feathers, ears, etc.) • Learn about the life cycles of animals • Compare adult animals to their babies Observe how baby animals change over time <hr/> <p>Seasonal changes</p> <ul style="list-style-type: none"> • Play and explore outside in all seasons and in different weather • Describe what they see, hear and feel whilst outside at different times of the year • Note/record the weather • Observe living things throughout the year • Explore the effect of changing seasons on the natural world around them
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<p>Materials, including changing materials:</p> <ul style="list-style-type: none"> • Explore natural materials, indoors and outside • Use all their senses in hands-on exploration of natural materials • Explore a range of materials (collections of materials) with different properties, including natural and man-made materials • Talk about the differences between materials and changes they notice • Shape and join materials • Make objects from different materials, including natural and man-made materials • Explore combining and mixing ingredients • Change materials by heating and cooling, including cooking • Observe, talk about and record how materials change when heated and cooled (or left in different conditions) 	<p>Electricity:</p> <ul style="list-style-type: none"> • Repeat actions that have an effect • Explore how things work - use battery-powered devices such as torches, Beebots 	<p>Forces:</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel • Explore how things work e.g. pulleys, wind-up toys, spinning tops • Talk about difference and things they notice when exploring how objects/materials are affected by forces (e.g. snap, stretch, bend, push/pull, roll/fall down, float/sink, magnetic attraction/repulsion)
	<p>Light:</p> <ul style="list-style-type: none"> • Explore how things work - light sources such as torches, glow sticks, light boxes, lamps • Repeat actions that have an effect • Shine light on or through different materials • Explore shadows, indoors and whilst outside • Observe rainbows when there is sunshine and rain 	<p>Sound:</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Listen to sounds • Repeat actions that have an effect - Make sounds • Explore how things work - Make sounds with different objects and instruments • Listen to sounds outside and identify the source
	<p>Earth and space:</p> <ul style="list-style-type: none"> • Explore how things work (see 'Materials' for an appropriate learning focus for links with Space) 	

(Taken from the PLAN EYFS Matrices [RESOURCES | Download the PLAN primary science assessment resources](#))

LPDS Key Learning Linked to Working Scientifically / Working Like a Scientist:

Using vocabulary		Curiosity and asking questions	
<ul style="list-style-type: none"> • Use appropriate vocabulary to talk about what they see, hear and feel whilst in the natural world and beyond • Use simple vocabulary to name and describe objects, events, materials, living things and environments. 	<p>Explore / observe:</p> <ul style="list-style-type: none"> • Look closely at and talk about what they notice whilst exploring the world around them. 	<p>Questioning:</p> <ul style="list-style-type: none"> • Show an interest in and be curious about the world around them • Whilst playing and exploring, ask questions such as 'I wonder...?' and 'What would happen if...?' and 'How can we...?' 	
Gathering data			
<p>Make observations using equipment:</p> <ul style="list-style-type: none"> • Use senses or simple equipment to make observations and develop their small motor skills, (e.g., magnifiers, pipettes, egg timers, simple digital microscopes, etc.) • Collect a series of observations over longer periods of time (e.g., ice changing over a day, a tree changing through the seasons, a plant growing over a few weeks) 	<p>Compare, identify, sort and group:</p> <ul style="list-style-type: none"> • Make direct comparisons and notice similarities and differences in the natural world, including themselves and others, plants and animals, weather, seasons and materials • Sort / group collections of things using their own criteria • Begin to identify and name objects/living things (and some of their features) by matching them with pictures 	<p>Test:</p> <ul style="list-style-type: none"> • Test things out to make comparisons and to answer questions during play or exploration • Show resilience, when trying to find things out • Work with others when testing their ideas or the ideas of others • Use talk to help work out problems, organise thinking and activities, and to explain how things work and why they might happen 	<p>Research:</p> <ul style="list-style-type: none"> • Talk to people (visits/visitors/family) to find things out and answer questions • Think of questions to ask to find out about ... • Use first hand experiences and secondary sources, (e.g. books, photographs, internet) to find things out and answer questions

Recording data		Drawing conclusions (Answering the question)
<p>Describe experiences and events in some detail:</p> <ul style="list-style-type: none"> • Talk about and describe the changes they notice and things that happen, based on real experiences or books read to them. 	<p>Record:</p> <ul style="list-style-type: none"> • Draw pictures, take photographs, make models or use music, dance and role-play to represent their observations • Record in scrapbooks, as part of a display or using digital media • Add or write simple labels to annotate drawings, photographs, models, images • With support, use sorting rings/boxes, simple prepared tick sheets/tables to record observations and comparisons. • Count objects, actions and sounds • With support, make comparisons using hands and feet and other non-standard measures such as building blocks, pieces of string, small straws 	<p>Explaining and understanding (what has happened / changed):</p> <ul style="list-style-type: none"> • Use their observations to help them to answer their questions • Talk about they have done and noticed • Talk about what they have observed and found out e.g., "The big block of ice changed/became to water. It took a long time." "The blue car was the best. It went (down the ramp) the fastest." • Use measurement vocabulary to express simple comparisons between things e.g., "My mummy's feet are bigger than mine", "Sam's plant is taller than mine", "My stone is heavier than Sophie's." • Talk about how their actions changed an outcome e.g. "I pushed the car really hard, and it went a long way." • Make direct comparisons or use their recorded observations to talk about what they found out and answer the question, where appropriate • Use appropriate vocabulary to express their understanding (relevant to EY experiences and context)

Development Matters: Scientific Development within Understanding the World			
	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Animals – Humans	<ul style="list-style-type: none"> Repeat actions that have an effect e.g. exploration and movement using different body parts such as kicking, waving, touching/exploring with their fingers, feet, whole body Make connections between the features of their family and other families (point out similarities between different families as well as differences). E.g. "(you both have hair but) your hair feels different to mine" Notice differences between people 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history e.g. using photos and memories Continue developing positive attitudes about the differences between people e.g. talk positively about different appearances, skin colours and hair types. Use a diverse range of props, puppets and dolls and books to encourage children to talk about each other's families Understand the key features of the life cycle of an animal e.g. first-hand exploration such as caterpillars-butterflies or chick eggs – hens 	<ul style="list-style-type: none"> Name and describe people who are familiar to them Talk about members of their immediate family and community, e.g. share pictures, use books and provide dedicated talk time, listen to other children and give time for children to ask questions or make comments
Animals in addition to humans	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips e.g. looking for worms and minibeasts have hair but) your hair feels different to mine" Notice differences between people 	<ul style="list-style-type: none"> Understand the key features of the life cycle of an animal 	<ul style="list-style-type: none"> Describe what they see, hear, and feel whilst outside, e.g. name and describe some animals, recognising familiar animals Explore the natural world around them e.g. caring for animals, observe and draw pictures of animals

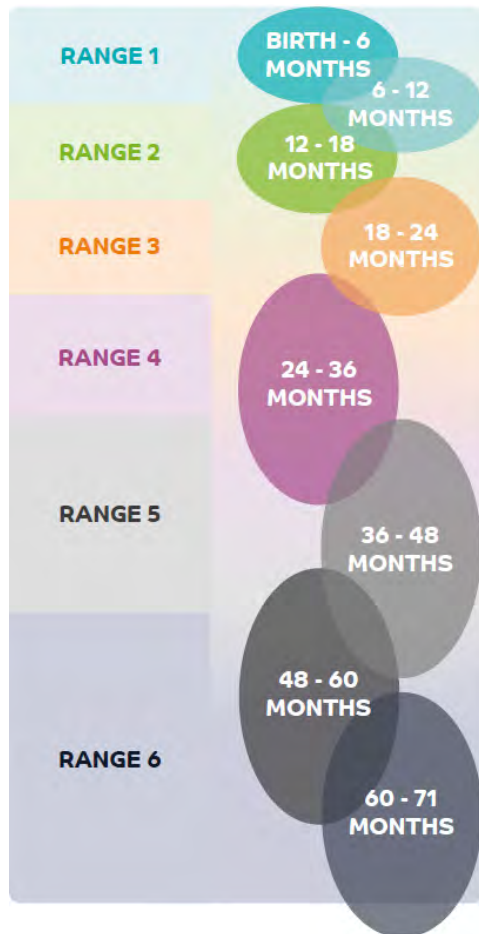
	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Plants	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips e.g., walking through tall grass, seeing spring daffodils and blossom, carefully planting, watering and looking after plants they have grown from seeds • Explore natural materials, indoors and outside e.g. collecting leaves or picking up conkers on an autumn walk 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties e.g. different types of leaves and seeds • Begin to understand the need to respect and care for the natural environment and all living things • Understand the key features of the life cycle of a plant • Plant seeds and care for growing plants (and observe changes during growth and decay) 	<ul style="list-style-type: none"> • Describe what they see, hear, and feel whilst outside. E.g. name and describe some plants, recognising familiar plants • Explore the natural world around them e.g. caring for plants, observing and drawing pictures of plants
Seasons	<ul style="list-style-type: none"> • Explore natural materials, indoors and outside (and through the seasons), e.g. collecting leaves or picking up conkers on an autumn walk, sharing the fascination of a child who finds ice or frost outside on a cold winter's day 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties e.g. make collections of natural materials such as seeds/leaves through the seasons 	<ul style="list-style-type: none"> • Understanding the effect of changing seasons on the natural world around them e.g. draw attention to the weather and seasonal features, provide opportunities to note and record the weather, observe how animals behave differently as the seasons change • Recognise some environments that are different from the one in which they live

	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Living things and their habitats	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips e.g. looking for worms and minibeasts 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things • Know that there are different countries in the world and talk about the differences they have experience or seen in photographs e.g. encourage children to notice and talk about similarities and differences 	<ul style="list-style-type: none"> • Explore the natural world around them e.g. caring for, observing and drawing pictures of plants and animals • Recognise some environments that are different from the one in which they live e.g. teach children about a range of contrasting environments locally and nationally, model vocabulary needed to name specific features of the world • Draw information from a simple map e.g. recognising simple features of their immediate environment
Materials	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips e.g. splashing in puddles, exploring sand, etc. • Explore natural materials, indoors and outside • Explore materials with different properties. e.g. treasure boxes for repeated exploration of textures, sounds, smells and tastes e.g. offer lots of different textures for exploration with fingers, feet, whole body 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials, e.g. provide magnifying glasses or magnifying app to support these observations, provide interesting natural environments for children to explore freely outdoors • Explore collections of materials with similar and/or different properties e.g. collections of rocks and pebbles, shells, leaves and seeds, pieces of bark • Talk about the differences between materials and changes they notice e.g. mixing, cooking, melting ice 	<ul style="list-style-type: none"> • Explore the natural world around them e.g. foster curiosity and give children the freedom to touch, smell and hear the natural world around them, observe and interact with natural processes such as, ice melting

	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Forces, electricity, light and sound		<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice, e.g. explore how you can shine light through different materials, but not others. Investigate shadows. Exploring floating and sinking. • Explore how things work, e.g. pegs and boards, wind-up toys, pulleys. • Explore and talk about different forces they can feel e.g. stretch, bend/snap, push, pull, attract (magnet) 	<ul style="list-style-type: none"> • Explore the natural world around them, e.g. observe and interact with natural processes such as, magnet attracting an object, a boat floating on water, a sound causing a vibration, light travelling through transparent material, an object casting a shadow
Real scientists/occupations		<ul style="list-style-type: none"> • Show interest in different occupations e.g. visitors such as farmer, vet, emergency services, etc. and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them e.g. hairdressers, doctor, nurse, etc.

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Understanding the World: The World

Animals – Humans

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects e.g. touching fingers and toes, waving, kicking. • Reacts with abrupt change when a face suddenly disappears from view e.g. peek-a-boo • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle 	<p>Closely observes what humans can do</p>	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: using and responding to their senses • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects: using their senses 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world e.g. using senses – scent, colour, texture • Developing an understanding of growth, and changes over time. • Shows care and concern for living things 	<ul style="list-style-type: none"> • Looks closely at similarities and differences in nature e.g. features of themselves & others • Knows about similarities and differences in relation to living things. • Makes observations of animals & explains why some things occur and talks about changes e.g. human life cycle / changes to humans as they grow

Animals in addition to humans					
RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects e.g. watching larger animals (e.g. dog) in real life/on screen 	<ul style="list-style-type: none"> • Closely observes what animals can do • Watches intently where a spider has scuttled away under leaves 	<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, animal life 	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as animals • Enjoys playing with small world reconstructions, building on first hand experiences and books, e.g. visiting farms, zoo 	<ul style="list-style-type: none"> • Developing an understanding of growth and changes over time e.g. tadpole to frogs, caterpillars to butterfly, eggs to chicks, examples of animals and their offspring • Shows care and concern for living things and the environment 	<ul style="list-style-type: none"> • Looks closely at similarities and difference in nature e.g. features of animals they see/find • Knows about similarities and differences in relation to living things. • Makes observations of animals and explains why some things occur and talks about changes e.g. specific conditions that enable animals to thrive, changes in animal life cycles, make models of different animals they encounter

Plants					
RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> Looks around with interest when in a garden, balcony or park, visually scanning the environment for novel, interesting objects and events 		<ul style="list-style-type: none"> Is curious and interested to explore new and familiar experiences in nature: e.g. in gardens and parks 	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the natural world e.g. scent, colour and shape of flowers attracting bees Developing an understanding of growth, decay and changes over time. E.g. observe plants growing, a pumpkin decaying over time, etc. Shows care and concern for living things and the environment 	<ul style="list-style-type: none"> Looks closely at similarities, difference, patterns and changes in nature (drawing, writing, making models, taking photographs) e.g. tree bark patterns, flower petal or leaf shapes, growing plants and observing the changes. Knows about similarities and differences in relation to living things (planting and taking care of flower and veg beds or organising equipment outdoors). Makes observations of plants and explains why some things occur and talks about changes e.g. specific conditions that enable plants to thrive.

Seasons					
RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> Looks around with interest when in a garden, balcony or park, visually scanning the environment for novel, interesting objects and events e.g. weather in different seasons 		<ul style="list-style-type: none"> Is curious and interested to explore new and familiar experiences in nature: weather and seasonal change 	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals 	<ul style="list-style-type: none"> Developing an understanding of growth, decay and changes over time e.g. linked to the seasons 	<ul style="list-style-type: none"> Looks closely at similarities, difference, patterns and changes in nature e.g. changes due to seasons (notice and talk about the weather, and plants at different times of the year)

Living things and their habitats					
RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects e.g. looking at trees blowing in the wind, hearing birdsong • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events 		<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life, concrete, pebbles 	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment e.g. different textures outdoors and other natural objects • Can talk about some of the things they have observed such as plants, animals • Enjoys playing with small world reconstructions, building on first hand experiences and books, e.g. visiting farms, walking by a river or lake, minibeasts 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world e.g. local walks, different habitats. E.g. making a wormery, planning bird feeding on the ground at a higher level, provide play maps and small world equipment to represent familiar environments • Develops an understanding of growth, decay and changes over time in the local habitat e.g. birds making nests in spring, leaves falling off tree and dying in autumn, tadpoles • Shows care and concern for living things and the environment. • Begin to understand the effect their behaviour can have on the environment e.g. share stories related to pollution, climate change, habitat, erosion, etc. and encourage children to ask questions. 	<ul style="list-style-type: none"> • Knows about similarities and differences in relation to places and living things. • Talks about the features of their own immediate environment and how environments might vary from one another. e.g. visiting local places, examining photographs, making simple maps, models, drawings and paintings. • Have first-hand experiences of micro-environments and conditions which enable an animal to live and thrive

Materials					
RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects e.g. natural objects to explore e.g. treasure baskets • Reacts with abrupt change when an object suddenly disappears/ reappears from view e.g. small changes in an environment being explored • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects. E.g. touching natural and man-made materials • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. hitting a mobile 		<ul style="list-style-type: none"> • Is curious and interested to explore new and familiar experiences in nature: e.g. mud, puddles, sand, water, concrete, pebbles • Explores objects by linking together different approaches: looking, feeling, tasting, mouthing • Remembers where objects belong e.g. tidy up time, introduce principles of recycling and care for resources • Matches parts of objects that fit together, e.g. puts lid on teapot or in heuristic play 	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment e.g. opportunity to investigate bubbles and natural and man-made objects • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Enjoys playing with small world reconstructions, building on first hand experiences and books, e.g. using materials to represent a river, lake, pond, grass 	<ul style="list-style-type: none"> • Talks about why things happen and how things work e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate, cooking eggs or observing ice 	<ul style="list-style-type: none"> • Knows about similarities and differences in relation to objects and materials e.g. examining change over time such as melting ice (cakes cooking, adding water to mud, etc). • Pose carefully framed open-ended questions and prompts, such as <i>How can we...? What would happen if...? I wonder...?</i>

Forces, electricity, light and sound					
RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects e.g. experience the sun, the moon, birdsong • Reacts with abrupt change when a face or object suddenly disappears from view e.g. lights on a toy • Smiles with pleasure at recognisable playthings • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle 	<ul style="list-style-type: none"> • Watches toy being hidden and tries to find it e.g. lift the flap books • Looks for dropped objects • Becomes absorbed in combining objects eg banging blocks together • Knows things are used in different ways e.g. a ball for rolling or throwing, a toy car for pushing • Closely observes what vehicles do 	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, pulling, turning and poking 	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment e.g. investigate chimes, streamers and windmills in the wind 	<ul style="list-style-type: none"> • Talks about why things happen and how things work 	<ul style="list-style-type: none"> • Pose carefully framed open-ended questions and prompts, such as <i>How can we...? What would happen if...? I wonder...?</i>

Birth to 5 Matters: Understanding the World: People and Communities (linked to scientific progression)

RANGE 1-2:

Animals - Humans

- Starts to realise they influence people, e.g. as the laugh and smile so do the people they are with
- Recognises key people in their own lives.
- Develops a sense of belonging to their family and key carer

RANGE 3:

Animals - Humans

- Is curious about people and shows interest in stories and rhymes about people that they are familiar with or which fascinate them, e.g. which represent children's diverse backgrounds
- Is interested in photographs of themselves and other familiar people e.g. make photographic books about the children in the setting and children from diverse backgrounds including those with diverse physical characteristics
- Enjoys stories about people and nature and is interested in photographs of themselves with these.

Animals in addition to humans

- Is curious about people and shows interest in stories and rhymes about animals that they are familiar with or which fascinate them
- Is interested in photographs of familiar objects e.g. farm animals, make photographic books about

Living things and their habitats

- Enjoys stories about nature (birds, bees, snails, etc) and is interested in photographs of themselves with these. e.g. provisioning bird tables, leaf piles for hedgehogs and woodlice, waste disposal by putting paper in recycling bins

Materials

- Is curious about people and shows interest in stories and rhymes about objects that they are familiar with or which fascinate them.
- Is interested in photographs of familiar objects e.g. water in different locations, sand on the beach

<p>RANGE 4:</p> <p>Animals - Humans</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, using puppets and stories • Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p>Animals in addition to humans</p> <ul style="list-style-type: none"> • Has a sense of own and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. being a cat, dog or bird. 	<p>RANGE 5:</p> <p>Animals - Humans</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience e.g. making a book, collecting photographs, videos, drawing and writing • Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family e.g. ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented <p>Real scientists</p> <p>Shows interest in different occupations and ways of life indoors and outdoors e.g. gardener, farmer, zookeeper, dentist, etc.</p>	<p>RANGE 6:</p> <p>Animals – Humans</p> <ul style="list-style-type: none"> • Talks about past and present events in their own lives and in the lives of family members e.g. when I was a baby..., when I'm older..., my sister... e.g. visiting a care home or grandparents visiting school • Knows about similarities and differences between themselves and others e.g. using puppets, Persona Dolls, stories and books <p>Real scientists</p> <p>Knows about similarities and differences between themselves and others, and among families and communities e.g. having a visit from a male midwife or female firefighter, volunteers and other visitors from the local area</p>
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Reception



Year 1

National Curriculum for Science: Key Stage 1 (Scientific Knowledge / Concepts)

Animals, including humans (Year 1):

Pupils should be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Plants (Year 1):

Pupils should be taught to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Seasonal change (Year 1):

Pupils should be taught to:

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Everyday materials (Year 1):

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

National Curriculum for Science: Key Stage 1 (Working Scientifically)

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways,
- observing closely, using simple equipment,
- performing simple tests,
- identifying and classifying,
- using their observations and ideas to suggest answers to questions,
- gathering and recording data to help in answering questions.

Plants: common names and basic structure:

Key Learning

Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.

Possible Evidence

- Can name trees and other plants that they see regularly
- Can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom
- Can point out trees which lost their leaves and those that kept them the whole year Can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green

Animals, including humans – Humans:

Key Learning

Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Possible Evidence

- Can play and lead ‘Simon says’
- During PE lessons, can follow instructions involving parts of the body
- Can label parts of the body on pictures and diagrams
- Can explore objects using different senses

Animals, including humans – Other Animals:

Key Learning

Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them. Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.

Possible Evidence

- Can name a range of animals which includes animals from each of the vertebrate groups
- Can describe the key features of these named animals
- Can label key features on a picture/diagram
- Can write descriptively about an animal
- Can write a What am I? riddle about an animal
- Can describe what a range of animals eat

Materials Properties – Everyday Materials:

Key Learning

All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.

Possible Evidence

- Can label a picture or diagram of an object made from different materials
- Can describe the properties of different materials

Seasonal Change:

Key Learning

In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.

Possible Evidence

- Can name the four seasons and identify when in the year they occur
- Can describe weather in different seasons over a year
- Can describe days as being longer (in time) in the summer and shorter in the winter
- Can describe other features that change through the year

Key Learning for Year 1 Working Scientifically:

(Taken from the PLAN Progression in Working Scientifically Skills for KS1 [RESOURCES](#) | [Download the PLAN primary science assessment resources](#))

Asking questions:	Gathering data:	Recording data:	Drawing conclusions:
<ul style="list-style-type: none">• use a range of given question stems, such as what; what if; why; when; who; and how; to ask questions about the objects, living things and processes they are exploring• construct a question based on a scenario or story the teacher has presented.	<ul style="list-style-type: none">• talk about their observations of objects, materials and living things• talk about their observations when comparing objects, materials and living things• talk about their observations when describing changes• when using a magnifying glass, adjust the position of the magnifying glass in order to see the enlarged image clearly• when using a digital microscope, relate features on the enlarged view to the object• make direct comparisons of length and height• use bricks, lolly sticks etc. or paper strips to take non-standard measurements of length• use simple measuring equipment, such as teaspoons, pipettes, rulers, metre sticks etc.	<ul style="list-style-type: none">• use a camera to take photographs or videos to record their observations• record their observations using drawings• record their observations using labelled drawings• record their observations or comparisons in writing• physically group objects, materials and living things or their images by a criterion• physically group objects or materials according to the data they gather (classifying)• use data they gather to physically rank objects or materials (comparative testing)• add their data to a prepared table or simple Venn diagram• add pictures to a pictogram• add tally marks to a tally chart and count up the total number• make a physical block graph or bar chart by using bricks, lolly sticks etc. or paper strips with which they measured lengths or heights.	<ul style="list-style-type: none">• use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area• recognise 'biggest and smallest', 'best and worst' etc. from their data• give an answer to their scientific enquiry question that is consistent with the data they have gathered either through observations, measurements or from research• recognise that they can answer scientific enquiry questions in different ways.

Key Learning in Reception: Computing Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their computing journey.

What is Key Learning in Computing?

The Early Years Computing experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning have been identified from the Understanding the World area in Development Matters and Birth to 5 Matters

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for Computing Development has been broken down into smaller sections to provide further detail.

Although technology is mentioned within the Early Years educational programme under "Understanding the World," it does not have a dedicated Early Learning Goal. However, integrating technology and computing concepts into Early Years learning is beneficial because it supports children's development in a holistic, age-appropriate way while preparing them for a digital world. These activities foster creativity, problem-solving, and communication skills, often through play-based experiences that feel natural and engaging to young children.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Computing Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Key Stage 1 Key Learning for Computing. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in development, to support mixed age planning and support for Subject Leaders.

Understanding The World

EYFS Statutory Educational Programme:

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

Has links with Statutory ELG: Past and Present:

- Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Lancashire LPDS Reception Key Learning Linked to Computing Development:

Hardware - to understand how to use simple technologies such as a mouse or a microphone.

Technologies around us – begin to understand how useful technologies are in everyday life.

Instructions and positional language – use positional language to describe how far or near an object is. Use directional commands to move radio-controlled toys, floor robots or tell people how to navigate to an object or place.

Being safe using technologies (online safety) – begin to understand how to stay safe online. To understand the school's rules for online safety and what to do to report any problems.

Creating – use software to create simple digital assets such as paintings, drawings or graphs.

Problem Solving – using (computational) thinking strategies to solve simple problems.

Computational thinking strategies at EYFS may include:

- Using logic (logical reasoning)
- Exploring (tinkering)
- Spotting similarities and differences (patterns)
- Understand making instructions (algorithmic thinking)
- Working out what is the most important (abstraction)
- Breaking down problems into smaller parts (decomposition)

Development Matters: Computing Development within Understanding the World

Birth to Three:

- Repeat actions that have an effect.

3 and 4-year-olds:

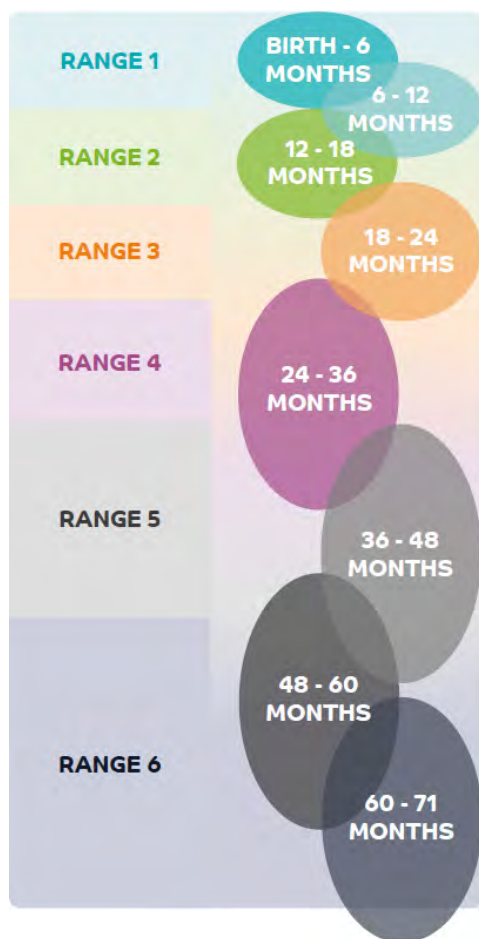
- Talk about what they see, using a wide vocabulary.
- Explore how things work.

Children in Reception:

- Comment on images of familiar situations in the past.
- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Computing Development within Understanding the World

RANGES 1 – 2:

- The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave (see Playing and exploring, Thinking creatively and critically)

RANGE 3:

- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times
- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.

RANGE 4:

- Seeks to acquire basic skills in turning on and operating some digital equipment.
- Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
 - Plays with water to investigate “low technology” such as washing and cleaning
 - Uses pipes, funnels and other tools to carry/transport water from one place to another

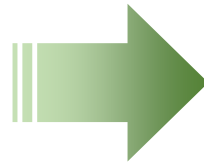
RANGE 5:

- Knows how to operate simple equipment, e.g. remote control, can navigate touch-capable technology with support.
 - Shows an interest in technological toys with knobs and pulleys, real objects such as cameras and touch screen devices such as mobile phones and tablets.
 - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
 - Knows that information can be retrieved from digital devices and the Internet.
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

RANGE 6:

- Completes a simple program on electronic devices.
- Uses ICT hardware to interact with age-appropriate computer software.
- Can create content such as video recording, stories and /or draw a picture on screen.
- Develops digital literacy skills by being able to access, understand and interact with a range of technologies.
- Can use the Internet with adult supervision to find and retrieve information of interest to them

Reception



Year 1

The National Curriculum for Key Stage One Computing

In Key stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Lancashire LPDS Key Learning for Key Stage One Computing:	
Searching- optional	Designing, Programming and Physical Computing
<p>Skills:</p> <ul style="list-style-type: none"> • Locate specific, teacher defined, age-appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. • Use technology to source, generate and amend ideas e.g. searching a suitable resource for images. • Talk about their use of technology and other ways of finding information, e.g. books, asking other people. • Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information. • Use key words to search a specific age-appropriate resource for information, under the guidance and supervision of an adult. • Be able to retrieve files from a computer using a search of the computer. 	<p>Skills:</p> <ul style="list-style-type: none"> • Give and follow commands (one at a time) to navigate other children and programmable devices around a course or a familiar journey, including straight and turning movements. • Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program. • Explore and create sequences of commands/instructions in a variety of programs/devices. • Make predictions and describe the effects when creating programs and controlling devices. • Identify errors in instructions. • Use logical reasoning to predict what will happen in simple programs. • Use computational thinking skills and approaches such as algorithmic thinking.

Searching- optional	Designing, Programming and Physical Computing
<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Begin to understand that some websites are more useful than others when searching for topics • Understand that technology can give rapid access to a wide variety of information and resources, including internet • Understand that there are different ways of finding information, e.g. books, asking other people • Understand that different forms of information, e.g. text, images, sound, multimedia exist and that some are more useful for specific purposes than others • Understand that files can be retrieved and found on a computer using a search of the computer • Understand and discuss how information can be obtained and used to answer specific questions • Understand a website has a unique address and the need for precision when typing it • Begin to understand that not everything on the internet is true or reliable • Be aware that they can be accidentally diverted from websites through a link to a new website, advertising or pop-ups and why we might use child-friendly search engines such as Kiddle 	<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Give and follow commands (one at a time) to navigate other children and programmable devices around a course or a familiar journey, including straight and turning movements. • Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program. • Explore and create sequences of commands/instructions in a variety of programs/devices. • Make predictions and describe the effects when creating programs and controlling devices. • Identify errors in instructions. • Use logical reasoning to predict what will happen in simple programs. • Use computational thinking skills and approaches such as algorithmic thinking.

Computer network and systems

Uses of Technology:

Skills:

Use a range of computer devices and technologies such as bar codes, QR codes and augmented reality.

Knowledge and Understanding:

- Recognise common uses of information technology beyond school e.g. at home, in libraries, shops and in the workplace.
- Understanding what is meant by the word technology
- Know what a computer is and what it can be used for.
- Have an understanding that a computer is made up of different parts.
- Develop an understanding of the Internet is and how it is used.
- Begin to develop an understanding of what a computer network is.

Communication and Collaboration- optional:

Skills:

- Contribute ideas to class and group emails.
- Send an email, using a subject heading, to a known member of the school community e.g. another class teacher, bursar.
- Open and reply to an email or blog entry from a known person.
- Develop an awareness of appropriate language to use when communicating.
- Begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school.

Talk about their use of online communication in school and at home.

Knowledge and Understanding:

- Understand that messages can quickly be sent electronically, via a range of devices, over distances and that people can reply to them.
- Understand that an electronic message/ email has to be sent to a unique email address and the need for accuracy in typing the address.
- Understand that electronic messages can be in the form of pictures, sound and/or text.
- Understand that some emails may be malicious or inappropriate and begin to recognise when an attachment may be unsafe to open.

Understand the different ways that messages can be sent e.g. email, text messages, phone ...

Expressive Art and Design



LPDS



Planning for Learning in Reception: Artistic Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their artistic journey.

What is Key Learning in Art?

The Early Years experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning have been identified from the Expressive Arts and Design area in Development Matters and Birth to 5 Matters. This learning will guide teachers to plan opportunities, to support progress towards Key Stage 1 readiness as well as achievement of the Early Learning Goal for Creating with Materials.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters, National Society for Education in Art and Design (nsead.org) guidance, Paul Carney skills progression document and other relevant research materials. The Key Learning for Artistic Development has been broken down into smaller sections to provide further detail. (See section on 'Being Imaginative' in this publication which has links to Artistic Development)

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Artistic Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development. Also included are links to Key Stage 1 Key Learning for Art and Design. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in artistic development, to support mixed age planning and support for Subject Leaders.

Expressive Arts and Design

EYFS Statutory Educational Programme:

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

Statutory ELG: Creating with Materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

Statutory ELG: Being Imaginative and Expressive:

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Lancashire LPDS Reception Key Learning Linked to Artistic Development:

<p>Drawing:</p> <ul style="list-style-type: none"> • Draw things they like and learn to draw for pleasure and relaxation • Draw from imagination and observation • Record ideas, thoughts, feelings and draw for narrative reasons • Draw in different ways to create different effects • Develop control and confidence when drawing using a range of materials. • Draw forms using the formal elements of lines & simple shapes such as circles, squares and triangles. • Learn to tonally shade areas and shapes as neatly and carefully as they can. 	<p>Painting:</p> <ul style="list-style-type: none"> • Learn how to hold and control a paintbrush • Learn to blend colours in a palette or on the painting surface • Learn how to look after brushes and equipment • Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string etc. • Learn fundamental colour mixing using primary colours • Play with colours, experimenting to 'discover' new colours • Try to mix colours to match images from paintings or books etc. • Learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment • Use a range of paints including ready mix, water colours and powder paint. • Paint patterns & add things to paint to make textures such as sand, grit, salt 	<p>Collage:</p> <ul style="list-style-type: none"> • Handle and manipulate a variety of materials • Tear paper to make a collage • Start to layer materials so there are no gaps 	<p>Textiles:</p> <ul style="list-style-type: none"> • Explore and create using different fabrics • Use glue to add fabrics together • Decorate a piece of fabric <p>Demonstrate a simple stitch</p>
<p>Printing:</p> <ul style="list-style-type: none"> • Experiment with tools and techniques: <ul style="list-style-type: none"> - Create prints using everyday or natural items like: Leaves, sponges, corks, building blocks, my hands and feet. - Try different methods like stamping, rolling, pressing, and rubbing. • Understand properties of materials: <ul style="list-style-type: none"> - Observe how different textures and surfaces affect the print outcome. - learn how paint behaves on different materials (e.g. thick vs. thin) 		<p>Digital Media:</p> <ul style="list-style-type: none"> • Take photographs with digital cameras, learning to focus & position what they see then apply filters to the results 	<p>3-D:</p> <ul style="list-style-type: none"> • Learn to create form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects • Simple shapes and forms are made from pliable materials such as modelling dough/plasticine and clay

Lancashire LPDS Reception Key Learning Linked to Artistic Development - Creating with Materials:

- **Aesthetic awareness** – show awareness of their feelings linked to exploration of real objects, experiences, materials, artefacts and textures within their world, respond to creative and aesthetic experiences, show pleasure and enjoyment, show awareness and appreciation of sensory experiences and a range of different stimuli.
- **Observation** – observe and notice features and details within real objects, artefacts, materials, pictures, paintings and photographs they experience within their world. Talk about what they see, use vocabulary associated with texture, colour, patterns, shapes, form, etc.
- **Communication** – talk about what they are creating, can explain the processes, techniques and materials/ media they have used including colours, patterns, shapes, textures, form. Share their ideas, feelings and thoughts about their creations with others.
- **Physical skill** – manipulate, control and explore a range of tools and equipment for different purposes. Use tools and equipment safely.
- **Art processes and techniques** – purposefully explore different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
- **Evaluation** – Share and talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used.

Development Matters: Artistic Development within Expressive Arts and Design

Birth to Three:

- Notice patterns with strong contrast and be attracted by patterns resembling the human face
- Start to make marks intentionally
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Express ideas and feelings through making marks and sometimes give a meaning to the marks they make

3 and 4-year-olds:

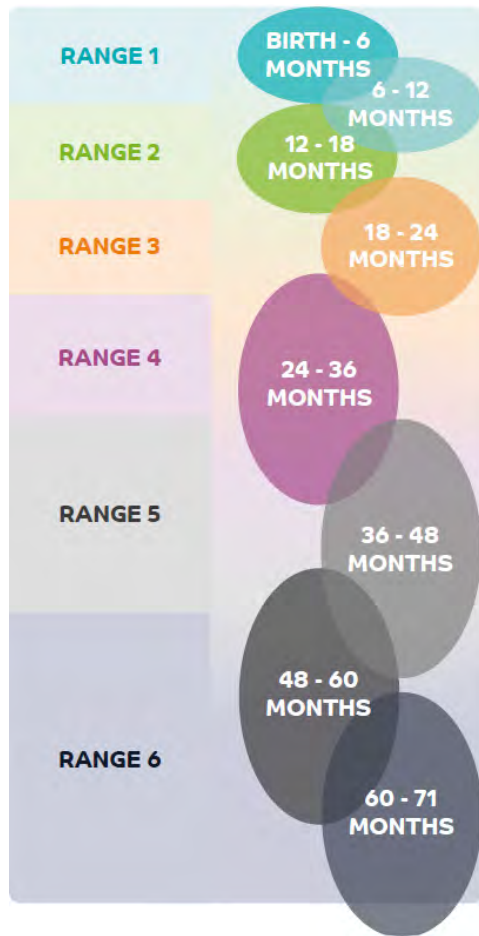
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing like happiness, sadness, fear, etc.

Children in Reception:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively sharing ideas, resources and skills

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Artistic Development within Creating Materials

<p>Ranges 1-2:</p> <ul style="list-style-type: none"> Experiments with a range of media – tools, materials, through multi-sensory exploration 	<p>Range 3:</p> <ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Notices and becomes interested in the transformative effect of their action on materials and resources 	<p>Range 4:</p> <ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas 	<p>Range 5:</p> <ul style="list-style-type: none"> Continues to explore colour and how colours can be changed Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses tools for a purpose 	<p>Range 6:</p> <ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. the visual arts
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Birth to 5 Matters: Artistic Development within Being Imaginative and Expressive

<p>Ranges 1-2:</p> <ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others) 	<p>Range 3:</p> <ul style="list-style-type: none"> • Expresses self through physical actions 	<p>Range 4:</p> <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	<p>Range 5:</p> <ul style="list-style-type: none"> • Creates drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Plays alongside other children who are engaged in the same theme • Uses available resources to create props or creates imaginary ones to support play 	<p>Range 6:</p> <ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Chooses particular materials for their own imaginative purposes • Uses combinations of art forms e.g drawing and talking • Responds imaginatively to art works and objects, e.g. that sculpture is squishy like this (child physically demonstrates)
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Reception

Year 1

The National Curriculum for Key Stage One Art and Design

Pupils should be taught to:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Lancashire LPDS Key Learning for Key Stage One Art and Design:

Drawing:	Painting:	Collage:	Textiles:	Printing:
<ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Control the types of marks made with the range of media • Name, match and draw lines/marks from observations • Invent new lines • Draw on different surfaces with a range of media • Observe and draw shapes from observations • Draw shapes in between objects • Invent new shapes • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes • Investigate textures by describing, naming, rubbing, copying 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes, sponges and other tools Mix and match colours to objects • Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping • Name different types of paint and their properties – ready-mix, watercolour • Colour Identify primary and secondary colours by name • Mix primary shades and tones • Mix secondary colours • Create textured paint by adding sand, plaster 	<ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc • Arrange and glue materials to different backgrounds • Sort and group materials for different purposes e.g. colour, texture • Fold, crumple, tear and overlap papers • Work on different scales • Collect, sort, name, match colours appropriate for an image • Create and arrange shapes appropriately • Create, select and use textured paper for an image 	<ul style="list-style-type: none"> • Sort and match fabrics and threads by colour, texture, length, size, and shape. • Explore changing fabrics and threads by knotting, fraying, twisting, plaiting, or pulling them apart. • Use scissors or snips to cut and shape fabric, then stick or sew on extra pieces. • Decorate fabric with items such as beads, buttons, feathers, and more. • Add colour by printing, dipping in paint, or using fabric crayons. • Make your own fabric by weaving things like grass through twigs or ribbons through netting 	<ul style="list-style-type: none"> • Print using different hard and soft materials like corks, sponges, and pen barrels. • Try simple printing techniques like mono-printing to make one-of-a-kind pictures. • Roll paint or ink over objects like plastic mesh or stencils to create patterns. • Look for patterns around you and make your own repeating designs. • Make your own printing blocks by pressing shapes into items such as foam or card. • Design patterns that repeat again and again, like wallpaper or wrapping paper. • Layer colours and shapes by printing over the top of your designs. • Collect textures and patterns by making rubbings with crayons or pencils

Digital Media:

- Explore creative ideas using safe digital sources i.e. Internet
- Use iPads or tablets to take photos and collect visual information.
- Create pictures using simple drawing apps—try changing brush sizes, using shapes, erasers, and fill tools to create images

3-D:

- Change the surface of a malleable material e.g. build a textured tile
- Explore squashing, rolling, squeezing, and kneading soft materials like clay or dough.
- Shape materials to make something special, like a pot or a tile.
- Learn how to use tools and materials safely and take care of them.
- Build and join things using recycled, natural, or everyday materials.
- Use flat 2D shapes to help build 3D models.
- Change the surface of soft materials by adding texture, like making patterns on a tile.

For further ideas and guidance it may be useful to look at the National Society for Education in Art and Design (NSEAD) publication:
The National Curriculum for Art and Design Guidance: EYFS, Primary KS1-2
A Framework for Progression, Planning for Learning, Assessment, Recording and Reporting

<https://www.nsead.org/files/8608849141653ba98fcb20e1e196289e.pdf>

Planning for Learning in Reception: Design Technology Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their engineering journey.

What is Key Learning in Design Technology (DT)?

The Early Years design and technology expert at LPDS has created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning have been identified from the Expressive Art and Design area in Development Matters and Birth to 5 Matters. This learning will guide teachers to plan observation, communication, design and making opportunities, to support progress towards Year 1 readiness as well as achievement of the Early Learning Goals for Creating with Materials.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for DT Development has been broken down into smaller sections to provide further detail. (See section on 'Being Imaginative' in this publication which has links to Design Technology Development)

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for DT Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Key Stage 1 Key Learning for DT. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in DT development, to support mixed age planning and support for Subject Leaders.

Expressive Arts and Design

EYFS Statutory Educational Programme:

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

Statutory ELG: Creating with Materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

Statutory ELG: Being Imaginative and Expressive:

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Lancashire LPDS Reception Key Learning Linked to DT Development:

Explore:	Design:	Make:	Evaluate:	Tools and equipment:	Safety:
<ul style="list-style-type: none"> • Experiment and build with a range of construction resources, and find out about the properties and functions of different construction materials 	<ul style="list-style-type: none"> • Talk about their ideas, choose resources, tools and techniques with a purpose in mind 	<ul style="list-style-type: none"> • Make models and props using different construction materials, e.g. construction kits, reclaimed materials • Experiment with different ways to build, construct and join resources • Make props to use in their play /role play/ when acting out stories/taking on story characters 	<ul style="list-style-type: none"> • Talk about what they like / dislike about their models / constructions / props say why, and how they would change them 	<ul style="list-style-type: none"> • Use equipment and tools to build, construct and make simple models and props; use tools and equipment linked to food preparation 	<ul style="list-style-type: none"> • Handle and use equipment appropriately and safely.

Development Matters: DT Development within Expressive Arts and Design

Birth to Three:

- Explore a range of sound makers and instruments and play them in different ways
- Start to make marks intentionally
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials
- Use their imagination as they consider what they can do with different materials
- Make simple models which express their ideas

3 and 4-year-olds:

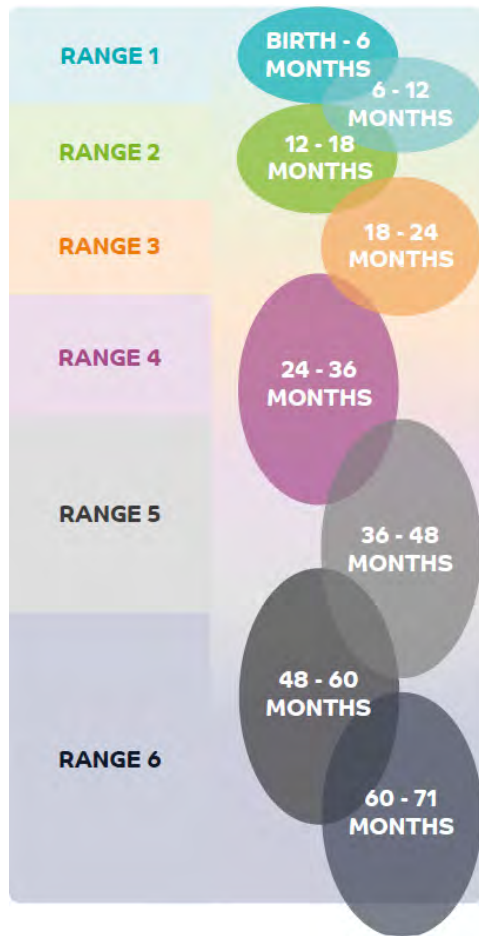
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawing to represent ideas like movement or loud noises

Children in Reception:

- Develop storylines in their pretend play
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
PD	Building Relationships	PSED:	Making Relationships
	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Development within Creating with Materials

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body movement - through multi-sensory exploration 	<ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Notices and becomes interested in the transformative effect of their action on materials and resources 	<ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Uses 3-D and 2-D structures to explore materials and / or to express ideas 	<ul style="list-style-type: none"> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose 	<ul style="list-style-type: none"> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding

Birth to 5 Matters: Being Imaginative and Expressive

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions 	<ul style="list-style-type: none"> • Pretends that one object represents another, especially when objects have characteristics in common 	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 	<ul style="list-style-type: none"> • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates), that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Reception



Year 1

The National Curriculum for Key Stage One Design Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).

National Curriculum for Key Stage One Design Technology:

Design:	Make:	Evaluate:	Technical Knowledge:
<ul style="list-style-type: none">• Design purposeful, functional, appealing products for themselves and other users based on design criteria• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none">• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	<ul style="list-style-type: none">• Explore and evaluate a range of existing products• Evaluate their ideas and products against design criteria	<ul style="list-style-type: none">• Build structures, exploring how they can be made stronger, stiffer and more stable• Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products

Lancashire LPDS Key Learning for Key Stage One Design Technology:

Design:	Make:	Evaluate:
<ul style="list-style-type: none"> • Use pictures and words to convey what they want to design / make • Design products with a definite purpose • Design products for a specific user / or set of users • words to convey what they want to design / make • Propose more than one idea for their product • Use kits / reclaimed materials to develop more than one idea • Model ideas / make mock-ups with kits, reclaimed materials • Select appropriate technique explaining: First... Next... Last.... • Explore ideas by rearranging materials / ingredients. • Select pictures to help develop ideas • Use drawings to record ideas as they are developed • Add notes to drawings to help explanations • Use ICT to communicate their ideas • Describe their models and drawings of ideas and intentions 	<ul style="list-style-type: none"> • Discuss their work as it progresses • Select materials / ingredients from a limited range that will meet the design criteria • Select and name the tools needed to work with the materials / ingredients • Use a range of tools for textiles, structures and mechanism to help complete their projects • Understand which tools and materials that are most appropriate for use in a project i.e. select the most suitable tools • Use a range of materials and resources for their projects for structures, mechanism, textiles and cooking and nutrition • Explain what they are making • Explain which materials / ingredients they are using and why • Name the tools they are using • Describe what they need to do next 	<ul style="list-style-type: none"> • Explore existing products and investigate how they have been made • Decide how existing products do / do not achieve their purpose • Be able to talk about their own designs e.g. say what they are the good and bad points of their designs • Note changes made during the making process as annotation to plans / drawings • Say what they like and do not like about items they have made and attempt to say why • Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user

Food:	Textiles:	Structures:	Mechanisms:
<ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel • Group familiar food products e.g. fruit and vegetables • Explain where food comes from • Cut, peel, grate, chop a range of ingredients • Understand the need for a variety of foods in a diet • Measure and weigh food items, non-statutory measures e.g. spoons, cups • Work safely and hygienically to create food dishes 	<ul style="list-style-type: none"> • Start to use the appropriate vocabulary to refer to fabrics and tools • Cut out shapes which have been created by drawing round a template onto the fabric • Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape • Decorate fabrics with attached items e.g. by sticking or sewing on buttons, beads, sequins, braids, ribbons • Colour fabrics using a range of techniques e.g. fabric paints, printing, painting 	<ul style="list-style-type: none"> • Refer to materials tools and techniques using appropriate vocabulary • Explore how to make structures stronger • Investigate different techniques for stiffening a variety of materials • Test different methods of enabling structures to remain stable • Use joining techniques appropriately for different materials and situations e.g. glue, tape • Mark out materials to be cut accurately • Use appropriate equipment e.g. use a cold glue gun with close supervision 	<ul style="list-style-type: none"> • Use appropriate technical vocabulary when describing mechanisms, tools and materials • Use joining techniques appropriately for different materials and situations e.g. glue, tape • Try out different axle fixings and their strengths and weaknesses • Make vehicles with construction kits which contain free running wheels • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels • Use appropriate tools to create simple mechanisms • Be able to attach wheels to a chassis using an axle • Understand about simple mechanisms such as what a lever and what a slider is and why they are used • Use tools simple tools (e.g. scissors) and resources (e.g. paper fasteners) with increasing skill • Experiment with levers and sliders to find different ways of making things move

Planning for Learning in Reception: Musical Development

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their musical journey.

What is Key Learning in Music?

The Early Years experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. These key pieces of learning have been identified from the Expressive Arts and Design area in Development Matters and Birth to 5 Matters. This learning will guide teachers to plan opportunities, to support progress towards Key Stage 1 readiness as well as achievement of the Early Learning Goals for Being Imaginative and Expressive.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters, Birth to 5 Matters and Musical Development Matters by Nicola Burke (2018). The Key Learning for Musical Development has been broken down into smaller sections to provide further detail. (See section on 'Being Imaginative' in this publication which has links to Musical Development)

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Musical Development, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Key Stage 1 Key Learning for Music. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in musical development, to support mixed age planning and support for Subject Leaders.

Expressive Arts and Design

EYFS Statutory Educational Programme:

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

Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Lancashire LPDS Reception Key Learning Linked to Musical Development:

<p>Singing:</p> <ul style="list-style-type: none"> • Sings known songs • Pitch matches confidently at one pitch • Begins to pitch match over several pitches (so-mi; do-re-mi) • Enjoys exploring and experimenting with songs (e.g. changes tempo and pitch) 	<p>Making Music:</p> <ul style="list-style-type: none"> • Explores different ways of using voice (vocal play) • Explores different ways of using instruments (both made and traditional instruments) 	<p>Performing:</p> <ul style="list-style-type: none"> • Begins to change known songs (e.g. changing a word/ phrase, making up own verse of song) • Engages in exploring instruments and vocal sounds and shares with a group
<p>Movement:</p> <ul style="list-style-type: none"> • Moves to music • Begins to keep the beat using different parts of their body (e.g. patting knees, clapping hands, stamping) • When listening to music, begins to express how it makes them feel through their movements 	<p>Communication:</p> <ul style="list-style-type: none"> • Starts to use a range of musical terms linked to music • Can name simple instruments • Listens carefully to a range of songs, rhymes and music 	<p>Collaboration:</p> <ul style="list-style-type: none"> • Can make music with friends in a small group

Development Matters: Musical Development within Expressive Arts and Design		
<p>Birth to Three:</p> <ul style="list-style-type: none"> • Show attention to sounds and music • Respond emotionally and physically to music when it changes • Move and dance to music • Anticipate phrases and actions in rhymes and songs, like 'Peepo' • Explore their voices and enjoy making sounds • Join in with songs and rhymes, making some sounds • Make rhythmical and repetitive sounds • Explore a range of sound-makers and instruments and play them in different ways • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' 	<p>3 and 4-year-olds:</p> <ul style="list-style-type: none"> • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch, match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas 	<p>Children in Reception:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups

For further ideas and guidance it may be useful to look at Musical Development Matters in the Early Years, Nicola Burke (2018).

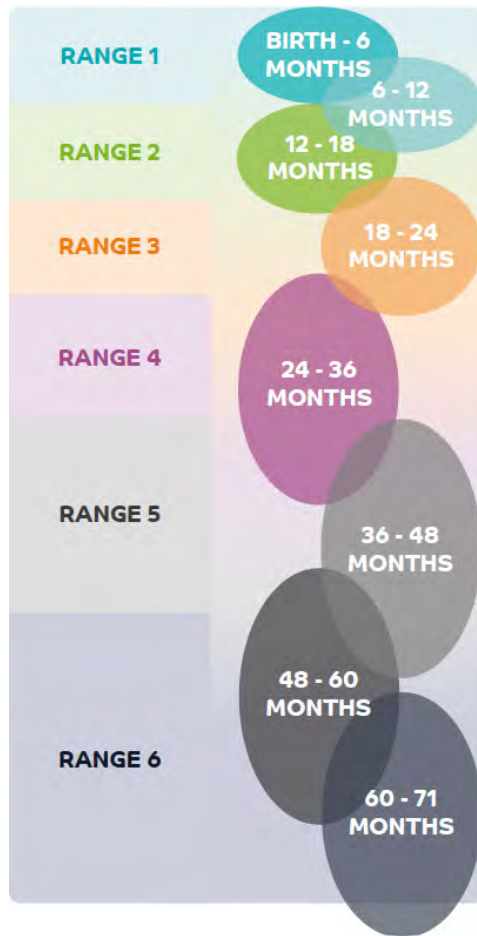
This document splits the music curriculum into these four aspects of musical learning and development:

- Hearing and listening
- Vocalising and singing
- Moving and dancing
- Exploring and playing

<https://early-education.org.uk/wp-content/uploads/2021/12/Musical-Development-Matters-ONLINE.pdf>

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Musical Development within Creating Materials

<p>Ranges 1-2:</p> <ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body movement - through multi-sensory exploration 	<p>Range 3:</p> <ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments Mirrors and improvises actions they have observed, e.g. clapping or waving Sings/vocalises whilst listening to music or playing with instruments/sound makers Notices and becomes interested in the transformative effect of their action on resources 	<p>Range 4:</p> <ul style="list-style-type: none"> Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Experiments with ways to represent actions, sounds and objects 	<p>Range 5:</p> <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home Taps out simple repeated rhythms Develops an understanding of how to create and use sounds intentionally 	<p>Range 6:</p> <ul style="list-style-type: none"> Begins to build a collection of songs and dances Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Expresses and communicates working theories, feelings and understandings using a range of art forms e.g. music
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Birth to 5 Matters: Musical Development within Being Imaginative

<p>Ranges 1-2:</p> <ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them, e.g. sounds 	<p>Range 3:</p> <ul style="list-style-type: none"> • Expresses self through physical actions and sound • Creates sound effects and movements, e.g. creates the sound of a car, animals 	<p>Range 4:</p> <ul style="list-style-type: none"> • Begins to make believe by pretending using sounds, movements, words, objects • Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements 	<p>Range 5:</p> <ul style="list-style-type: none"> • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music • Sings to self and makes up simple songs • Creates sounds to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Plays alongside other children who are engaged in the same theme 	<p>Range 6:</p> <ul style="list-style-type: none"> • Chooses particular instruments/ sounds for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs
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Reception

Year 1

The National Curriculum for Key Stage One Music

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Lancashire LPDS Key Learning for Key Stage One Music:

Performing:

- Use voices expressively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments
- Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse)

Creating:

- Experiment with & create musical patterns
- Explore, choose and organise sounds and musical ideas
- Explore and express their ideas and feelings about music using movement, dance and expressive and musical language
- Make improvements to their own work

Listening:

- Listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end)
- Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols
- Know how music is used for particular purposes (for example, for dance, as a lullaby)

Musicianship:

Duration

- Respond to sounds of different duration
- Recognise the difference between long and short sounds
- Copy simple patterns of sound of long and short duration
- Recognise the difference between steady beat and no beat
- Identify similar rhythmic patterns

Dynamics

- Differentiate between loud sounds, quiet sounds and silence

Tempo

- Identify the differences between fast and slow tempos
- Identify the tempo of music as fast, moderate, slow, getting faster or getting slower

Timbre

- Recognise the difference between singing and speaking
- Recognise the difference between wood, metal, skin (drum) and 'shaker' sounds
- Match selected sounds with their pictured source
- Explore the different kinds of sound that my singing and speaking voice can make
- Identify different voices by their vocal qualities
- Use sound words or phrases to describe selected sounds and the ways in which they are produced

Pitch

- Identify high and low sounds

Texture

- Recognise a song with an accompaniment and one without accompaniment
- Determine one strand of music or more than one strand

Structure

- Understand the form of cumulative (a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas') songs
- Recognise that the sections of a piece of music sound the same or different

Planning for Learning in Reception: **Being Imaginative**

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their journey.

What is Key Learning in Being Imaginative?

The Early Years experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Key Stage 1. The Expressive Arts and Design area of learning has been split for musical development, artistic development and DT development, and these have their own separate documents / chapters. However, for the areas of drama, role play, dance and being imaginative when creating with a range of media these have been catered for within this document alongside many of the generic aspects of Being Imaginative and Creating with Materials. These key pieces of learning have been identified from the Expressive Arts and Design area in Development Matters and Birth to 5 Matters. This learning will guide teachers to plan opportunities, to support progress towards Key Stage 1 readiness as well as achievement of the Early Learning Goals for Being Imaginative and Expressive.

The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. The Key Learning for Being Imaginative has been broken down into smaller sections to provide further detail.

How Might this Document be Used?

This publication is designed to support staff in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning.

Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum.

This document aims to guide teachers in designing a thoughtfully planned, well sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and plan for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Being Imaginative, complementary guidance from Development Matters and Birth to 5 Matters has been included to supplement understanding of development and learning. The LPDS consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Year 1 Key Learning for Spoken Language and Key Stage 1 Key Learning for Dance. These Key Stage 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in being imaginative, to support mixed age planning and support for Subject Leaders.

Expressive Arts and Design

EYFS Statutory Educational Programme:

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

Statutory ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role-playing characters in narratives and stories.

Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Learning for Expressive Arts and Design: Being Imaginative:						
<p>Experiment:</p> <ul style="list-style-type: none"> • Explore and experiment with props, objects and materials, their voice, freely in different ways and in a range of contexts, e.g. play, role play, stories, with peers and with adults 	<p>Respond:</p> <ul style="list-style-type: none"> • To different stimuli through discussion, actions, movement and performance 	<p>Represent Ideas:</p> <ul style="list-style-type: none"> • Initiate their own ideas during play, make choices and decisions when using objects, media, materials, own voice, dance, instruments and props to develop their own ideas and imagination 	<p>Recreate:</p> <ul style="list-style-type: none"> • Familiar experiences, familiar activities and familiar stories 	<p>Invent:</p> <ul style="list-style-type: none"> • Adapt familiar narratives and stories in their play and with adults, create own versions of familiar stories, create new stories using their own ideas 	<p>Expression:</p> <ul style="list-style-type: none"> • Express their feelings, ideas, thoughts and emotions in response to different media (music, pictures, film, poems, etc.), within their play with peers, or with adults 	<p>Communication:</p> <ul style="list-style-type: none"> • Communicate their ideas, thoughts, feelings and preferences through discussion, role play, actions and performance

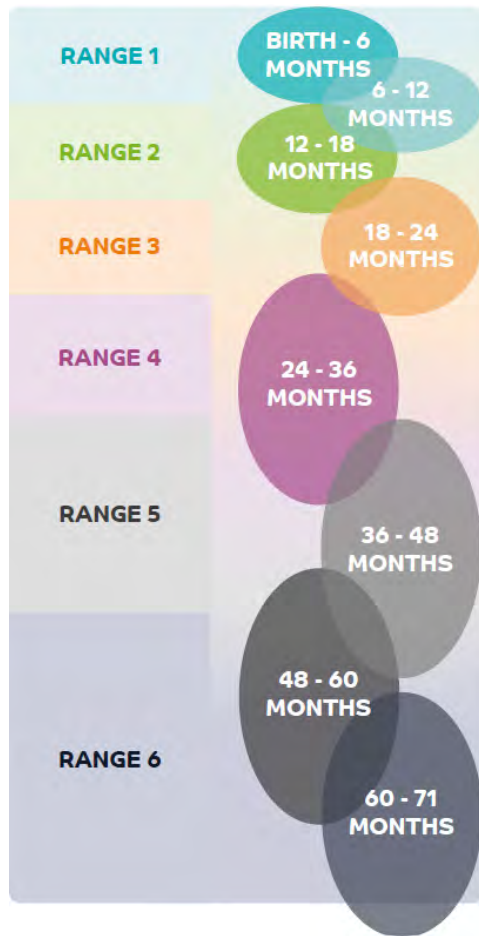
Key Learning specific to music, art and DT can be found in the separate subject specific documents / chapters.

Development Matters: Being Imaginative within Expressive Arts and Design			
	Birth to Three:	3 and 4-year-olds:	Children in Reception:
Music	<ul style="list-style-type: none"> • Shows attention to sounds and music • Respond emotionally and physically to music when it changes • Move and dance to music • Anticipate phrases and actions in rhymes and songs, like 'Peepo' • Join in with songs and rhymes, making some sounds • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' • Explore their voices and enjoy making sounds • Make rhythmical and repetitive sounds 	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Play instruments with increasing control to express their feelings and ideas • Create their own songs or improvise a song around one they know 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create collaboratively sharing ideas, resources and skills • Listen attentively, move to and talk about music, expressing their feelings and responses • Explore and engage in music making and dance, performing solo or in groups
Art	<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials • Use their imaginations as they consider what they can do with different materials • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make 	<ul style="list-style-type: none"> • 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 which materials to use to express them • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing like happiness, sadness, fear, etc 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Create collaboratively sharing ideas, resources and skills

Dance	<ul style="list-style-type: none"> • Respond emotionally and physically to music when it changes • Move and dance to music. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' 	<ul style="list-style-type: none"> • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills. • Watch and talk about dance and performance art, expressing their feelings and responses
Drama and Role Play	<ul style="list-style-type: none"> • Start to develop pretend play, pretending that one object represents another. For example, a child holds a block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imaginations as they consider what they can do with different materials 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills. • Develop storylines in their pretend play
DT	<ul style="list-style-type: none"> • Make simple models which express their ideas. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imaginations as they consider what they can do with different materials 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively sharing ideas, resources and skills

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
	Managing Self	CL:	Listening and Attention
PD	Gross Motor Skills	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
	Fine Motor Skills	CL:	Health and Self-care
L	Building Relationships	PSED:	Making Relationships
	Comprehension	CL:	Moving and Handling
		Word Reading	CL:
M	Writing	L:	Reading
	Number	L:	Writing
UW	Numerical Patterns	M:	Mathematics
	Past and Present	UW:	People and Communities
	People, Culture and Communities	UW:	The World
EAD	The Natural World	UW:	Technology
	(No ELG)	EAD:	Creating with Materials
	Creating with Materials	EAD:	Being Imaginative and Expressive
	Being Imaginative and Expressive		

Birth to 5 Matters: Drama and Role Play Development within Expressive Arts and Design (Being Imaginative and Expressive)

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them e.g. sounds, movement, people, objects, sensations, emotions 	<ul style="list-style-type: none"> • Expresses self through physical actions and sound. • Pretends that one object represents another, especially when objects have characteristics in common • Creates some sound effects and movements 	<ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world- their ideas, interests and fascinations • Begins to make - believe play by pretending using sounds, movements, words, objects. 	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Creates sounds, movements, drawings to accompany stories. • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first- hand experience • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 	<ul style="list-style-type: none"> • Creates representations of imaginary events, people and objects. • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Uses combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Birth to 5 Matters: Drama and Role Play Development within Expressive Arts and Design (Creating with Materials)

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> Experiments with a range of media – tools, materials, sound and whole body through multi-sensory exploration 	<ul style="list-style-type: none"> Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression Mirrors and improvises actions they have observed, e.g. clapping or waving 	<ul style="list-style-type: none"> Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects 	<ul style="list-style-type: none"> Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns 	<ul style="list-style-type: none"> Expresses and communicates working theories, feelings and understanding, using a range of art forms, e.g. movement, dance, drama, music and the visual arts

Birth to 5 Matters: Dance Development within Expressive Arts and Design (Being Imaginative and Expressive)

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Responds to and engages with the world that surrounds them e.g. sounds, movement, people, objects, sensations, emotions 	<ul style="list-style-type: none"> • Expresses self through physical actions and sound • Creates some sound effects and movements 	<ul style="list-style-type: none"> • Begins to make - believe play by pretending using sounds, movements, words, objects • Create rhythmic sounds and movements 	<ul style="list-style-type: none"> • Uses movement and sounds to express experiences, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Creates sounds, movements, drawings to accompany stories • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 	<ul style="list-style-type: none"> • Creates representations of imaginary events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments / sounds, colours and materials for their own imaginative purposes • Uses combination of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Birth to 5 Matters: Dance Development within Expressive Arts and Design (Creating with Materials)

RANGES 1 – 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Experiments with a range of media – tools, materials, sound and whole body through multi-sensory exploration 	<ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing / vocalising whilst listening to sounds and music, while playing with sound makers / instruments • Mirrors and improvises actions they have observed, e.g. clapping or waving 	<ul style="list-style-type: none"> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects 	<ul style="list-style-type: none"> • Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Taps out simple repeated rhythms 	<ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Expresses and communicates working theories, feelings and understanding, using a range of art forms, e.g. movement, dance, drama, music and the visual arts

Reception



Year 1

The National Curriculum for Key Stage One Spoken Language	The National Curriculum for Key Stage One Drama	The National Curriculum for Key Stage One Dance
<p>Within Years 1 to 6 children should be taught to:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 	<p>All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p>	<p>The KS1 Programme of Study requires that pupils should:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • Perform dances using simple movement patterns

Lancashire LPDS Key Learning for Year 1: Spoken Language				
<p>Listening and Attention:</p> <ul style="list-style-type: none"> • Listen and maintain attention to an adult in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc. • Listen and maintain attention to peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities 	<p>Speaking:</p> <ul style="list-style-type: none"> • Respond appropriately to adults after listening attentively • Respond appropriately to peers after listening attentively • Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how, e.g. Where does the character live in the story? • Ask questions to clarify thinking using who, what, where, when, why and how • Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class • Provide simple oral explanations, e.g. explaining a simple process using the joining word because • Speak audibly when communicating with others in pairs and small groups. 	<p>Standard English:</p> <ul style="list-style-type: none"> • Speak in complete sentences linked to the context • Use past, present and future tense, orally, e.g. past tense when recounting an event, present tense when working in role, and future tense when making a prediction • Use joining words during talk to extend ideas, e.g. and, but, or, because, so 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Introduce and explore new vocabulary orally, e.g. linked to real life contexts, stories, non-fiction, poetry and across the curriculum • Describe settings orally using vocabulary provided • Describe characters orally using vocabulary provided • Describe feelings orally using vocabulary provided, e.g. Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends 	<p>Participating, Presenting and Performing:</p> <ul style="list-style-type: none"> • Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. small world figures, props, images, actions and story maps • Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. small world figures, props, images, actions and text maps • Participate in role in English and across the curriculum, e.g. take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone • Take part in imaginative role play, e.g. linked to familiar contexts in role play areas, by using small world props and figures, or miming events • Recite rhymes and poems by heart and perform to an audience, e.g. different groups or another class • Present simple information to an audience • Read and perform stories using a voice with an appropriate volume, e.g. a child's own story

Lancashire LPDS Key Learning for Key Stage One PE (Dance):

Developing Skills:

Body Actions

- Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds, objects) e.g. penguins:
travel - *waddle, slide*
turn - *spin*
gesture - *bob, flap*
stillness - *freeze*
- Copy simple movement patterns *i.e. waddling, huddle and flap wings*
- Show and tell using body actions to explore moods, ideas and feelings
- Vary speed, strength, energy and tension of their movements

Applying and Linking Skills:

- Choose movements to make own simple dance phrase with beginning, middle and ending
- Practise and repeat these movements so they can be performed in a controlled way
- Choose and link actions that express a mood, idea or feeling
- Remember and repeat movements showing greater control, coordination and spatial awareness

Evaluating Success:

- Use simple dance vocabulary to describe movement. *i.e. describe what body actions they see*
- Describe why they think particular actions have been chosen
- Describe how a dance makes them feel

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