Early Years Progression skills map – 2021 Framework

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| **Reading** | | | | |
| **Birth – 3 years** | **3 and 4 year olds** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Listen and respond to a simple instruction.  Listen to simple stories and understand what  is happening, with the help of the pictures.  Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Understand the five key concepts about print:  print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. | Engage in story times.  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.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | 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.  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 | Rhyme, print, words, letters, sounds, books, story, phoneme, blend, segment. |
| **Links to Characteristics of**  **Effective Learning** |
| Willing to have ago |
| Enjoy listening to longer  stories and can remember much of what happens.  Use a wider range of vocabulary. | 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. | 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. | Keep on trying  Being involved and concentrating |
| Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | Engage in extended conversations about stories, learning new vocabulary. | 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 |  |
|  |  | Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |  |

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| **Writing** | | | | |
| **Birth – 3 years** | **3 and 4 year olds** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” | 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; writing ‘m’ for mummy.  Write some or all of their name. | Develop the foundations of a handwriting style which is fast, accurate and efficient.  Form lower-case and capital letters correctly. | 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. | Sound, segment, blend, formation, capital letter, full stop, phoneme, digraph, phonics fingers, sound out,  sentence, word. |
| **COEL links** |
| Using senses to explore the world  around them |
| Make marks on their  picture to stand for their name. | Write some letters accurately. | Spell words by identifying the sounds and then writing the sound with letter/s | Write simple phrases and  sentences that can be read by others. | Taking risks and learning by trial and error |
| Start to make marks intentionally |  | Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense. |  | Showing a curiosity about objects, events and people  Maintaining focus on their activity for a period of time Thinking of ideas  Finding ways to solve problems |
|  |  |  |  | Making links and noticing patterns in their experience |
|  |  |  |  | Making predictions |
|  |  |  |  | Testing their ideas |
|  |  |  |  | Developing ideas of grouping, sequences cause and effect |

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| **Maths** | | | | |
| **Birth – 3 years** | **3 and 4 year olds** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| 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’.  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. | 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’.  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’.  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...’  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 | Count objects, actions and sounds. Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond ten. 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.  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. | 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.  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. | Number, numeral, digit, count, subitise, add, subtract, 5 frame, 10 frame, many, total, more, less, pattern, shapes, 2d shape, 3d shape, problem, position, group, bigger,  smaller, count on, count back. |
| **COEL links** |
| Using senses to explore the world around them  Taking risks and learning by trial and error  Showing a curiosity about objects, events and people  Maintaining focus on their activity for a period of time Thinking of ideas  Finding ways to solve problems  Making links and noticing patterns in their experience  Making predictions Testing their ideas  Developing ideas of grouping, sequences cause and effect |

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| **Science** | | | | |
| **Birth – 3 years** | **3 and 4 year olds** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Explore materials with different properties.  Explore natural materials, indoors and outside.  Use all their senses in hands-on exploration of natural materials. | Make healthy choices about food, drink, activity and toothbrushing.  Talk about what they see, using a wide vocabulary.  Explore how things work  Plant seeds and care for growing plants. | 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   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. | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Explore the natural world around them, making observations and  drawing pictures of animals and plants. | wood, plastic, metal, fabric, glass, hard, soft, rough, smooth, shiny, dull, natural, manmade, light, dark, night, daytime, hibernation, environment, hot, cold, planet, space, sun, moon, body parts, senses,  growth, change |
| **COEL links** |
| Using senses to explore the world around them |
| Explore collections of  materials with similar and/or different properties. | Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Talk about the differences between materials and changes they notice.  Explore and talk about different forces they can feel. | 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 | Taking risks and learning by trial and error  Showing a curiosity about objects, events and people  Maintaining focus on their activity for a period of time Thinking of ideas  Finding ways to solve problems  Making links and noticing patterns in their experience |
|  |  |  | Making predictions |
|  |  |  | Testing their ideas |
|  |  |  | Developing ideas of grouping, sequences cause and effect |

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| **Geography** | | | | |
| **Birth – 3 years** | **3 and 4 year olds** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Explore and respond to different natural phenomena in their setting and on trips. | Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | 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. | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  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. | town, village, road, path, house, flat, map, plan, busy, quiet, pollution, north earth, England,  Middlesbrough, Marske, Redcar |
| **COEL links** |
| Using senses to explore the world around them  Taking risks and learning by trial and error  Showing a curiosity about objects, events and people |
|  |  |  | 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. | Maintaining focus on their activity for a period of time Thinking of ideas  Finding ways to solve problems |
|  |  |  |  | Making links and noticing patterns in their experience |
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| **History** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Begin to make sense of their own life-story and family’s history. | Begin to make sense of their own life-story and family’s history | Comment on images of familiar situations in the past. | Talk about the lives of the people around them and their roles in society. | old, new, before, now, a long time ago,  special time, family, after, changes |
|  |  | Compare and contrast  characters from stories, including figures from the past. | 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. |  |
| **COEL links** |
|  |  |  | 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. | Showing a curiosity about objects, events and people  Finding ways to solve problems  Making links and noticing patterns in their experience |
|  |  |  |  | Making predictions |
|  |  |  |  | Developing ideas of grouping, sequences cause and effect |

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| **RE** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| 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. | Continue developing positive attitudes about the differences between people. | 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.  Recognise that people have different beliefs and celebrate special times in different ways. | Talk about the lives of the people around them and their roles in society.  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. | Families, culture, celebrations, Diwali, Christmas, Eid, Halloween, bonfire night, remembrance day, Sikh, Hindu, Muslim, Christian, fireworks, family, same, different, share, priest, Baptism, Church, ;iturgy, pray, religion. |
| **COEL links** |
| Showing a curiosity about objects, events and people  Finding ways to solve problems  Making links and noticing patterns in their experience |
|  |  |  |  | Making predictions |
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| **Art and Design** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception**  **children** | **Year One Ready** | **Key Vocabulary** |
| 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. | 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. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | 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. | colour names, mix, paint, texture, push, pull,  smooth, shiny, rough, prickly, flat, patterned,  jagged, bumpy, soft, hard, collage, draw,  chalking, lighter, darker |
| **COEL links** |
| Showing a curiosity about objects, events and people |
| Explore different materials, using all their senses  to investigate them. | Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. |  |  | Finding ways to solve problems  Making links and noticing patterns in their experience |
|  | Explore colour and colour mixing. |  |  | Making predictions |
|  | Show different emotions in their drawings – happiness, sadness, fear, etc. |  |  | Developing ideas of grouping, sequences cause and effect |

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| **Design and Technology** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception**  **children** | **Year One Ready** | **Key Vocabulary** |
| 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. | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | 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. | 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. | design, plan, model, make, build, construct |
| 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. | Take part in simple pretend play, using an object to represent something else even though they are not similar.  Explore different materials freely, to develop their ideas about how to use them and what to make. | Create collaboratively, sharing ideas, resources and skills. | Make use of props and  materials when role playing characters in narratives and stories. |  |
| **COEL links** |
| Showing a curiosity about objects, events and people  Finding ways to solve problems |
|  | Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. |  |  | Making links and noticing patterns in their experience  Making predictions |
|  |  |  |  | Developing ideas of grouping, sequences cause and effect |

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| **Computing** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| 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. | Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.  Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen 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. | Completes a simple program on electronic devices.  Uses ICT hardware to interact with age appropriate computer software. | No ELG for Technology.  Technology in the Early Years can mean:   * taking a photograph with a camera or tablet * searching for information on the internet * playing games on the interactive whiteboard * exploring an old typewriter or other mechanical toys * using a Beebot * watching a video clip * listening to music | Laptop, camera, computer, interactive, software, mouse, keyboard, find, search, internet, record, photograph, video. |
| Seeks to acquire basic skills in turning on and operating some digital equipment. | Can create content such  as a video recording, stories, and/or draw a picture on screen. |  |
| Operates mechanical toys,  e.g. turns the knob on a wind-up toy or pulls back on a friction car. | Develops digital literacy skills by being able to access, understand and interact with a range of technologies. |  |
| **COEL links** |
| Showing a curiosity about objects, events and people |
| Plays with water to  investigate “low technology” such as washing and cleaning. | Can use the internet with adult supervision to find and retrieve information of interest to them. | Finding ways to solve problems  Making links and noticing patterns in their experience |
|  |  | Making predictions |
|  |  | Developing ideas of grouping, sequences cause and effect |

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| **Music** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Enjoy singing, music and toys that make sounds.  Use intonation, pitch and changing volume when ‘talking’.  Say some of the words in songs and rhymes. | Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings. | Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Listen attentively, move to and talk about music, expressing their feelings and responses. | 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. | banging, shaking, tapping, blowing, clapping, songs, instrument (tuned and untuned), sound, low, high, loud, quiet, repeat, copy, beat, |
| **COEL links** |
| Sing songs and say  rhymes independently, for example, singing whilst playing. | 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. | Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody. |  |
| Showing a curiosity about objects, events and people  Finding ways to solve problems  Making links and noticing patterns in their experience  Making predictions |
|  | Play instruments with increasing control to express their feelings and ideas. | Explore and engage in music making and dance, performing solo or in groups. |  | Developing ideas of grouping, sequences cause and effect |

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| **P.S.H.E** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Start to say how they are feeling, using words as well as actions.  Start to develop conversation, often jumping from topic to topic.  Establish their sense of self. | Develop their sense of responsibility and membership of a community.  Become more outgoing with unfamiliar people, in the safe context of their setting. | Build constructive and respectful relationships.  See themselves as a valuable individual.  Express their feelings and consider the feelings of others. | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  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.  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.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. | Happiness, sadness, feeling cross, lonely, scared, worried, kindness, family, community, environment, same, different, health, safety, risk, celebration, festival, teamwork, sharing, success |
| Express preferences and decisions. They also try new things and start  establishing their autonomy. | Show more confidence in new social  situations. | Identify and moderate their own feelings socially and emotionally. |  |
| Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.  Feel strong enough to express a range of emotions.  Be increasingly able to talk about and manage their emotions.  Develop friendships with other children.  Talk about their feelings in more  elaborated ways: “I’m sad because…” or “I love it when …”. | Play with one or more other children,  extending and elaborating play ideas.  Increasingly follow rules, understanding why they are important.  Talk about their feelings using words  like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. |  |  |
| **COEL links** |
| Showing a curiosity about objects, events and people  Finding ways to solve problems  Making links and noticing patterns in their experience |
|  |  |  | Making predictions |
|  |  |  | Developing ideas of grouping, sequences cause and effect. |

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| **P.E** | | | | |
| **0 – 3 years** | **3 and 4 years** | **Reception children** | **Year One Ready** | **Key Vocabulary** |
| Clap and stamp to music.  Enjoy starting to kick, throw and catch balls.  Build independently with a range of appropriate resources. | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues. | 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, co- ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing  and writing, paintbrushes, scissors, knives, forks and spoons.  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 outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | 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.  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. | jump, roll, climb, kick, move, twist, tiptoe, turn, curl, reach, freeze, team, instructions, stretch |
| Spin, roll and independently use ropes and swings (for example, tyre swings).  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. | Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when 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.  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. |  |
| **COEL links** |
| Showing a curiosity about objects, events and people  Finding ways to solve problems  Making links and noticing patterns in their experience  Making predictions  Developing ideas of grouping, sequences cause and effect |
| Start eating independently and learning how to use a knife and fork. | Choose the right resources to carry out their own  plan. For example, choosing a spade to enlarge a  small hole they dug with a trowel. |  |
|  | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. |  |

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|  |  | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. |  |  |