

# Butler's Hill Infant and Nursery School

Early Years Foundation Stage Benchmarking



This document contains simple statements that will enable a nursery child at our school to reach a typical level of development and be **ready for reception** and a reception child to reach a typical level of development and be **ready for year 1**.

**Our aim is to improve outcomes for all children, especially disadvantaged children.**

*‘When children are at earlier stages of development than expected, it is important to notice what they are doing and also find out where their difficulties may lie. They need extra help so they become secure in the earlier stages of development. It is not helpful to wait for them to be ‘ready’...*

*If children are falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support.’ [Development Matters page 6](#)*

**In this document:**

- The statements set out pathways of children’s development in broad stages but it should be noted that the learning of young children is not so neat and orderly.
- The statements are formed from a knowledge of child development, the EYFS curriculum (including Development Matters) and the needs of our children  
( Note: The statements for F2 expand/Clarify the requirements on the Long term plan and feed into the Medium term plans)
- The statements are designed to enable staff to assess the rate of learning and development and to plan what to teach next. Staff will have professional dialogue and make informed decisions about whether children are secure in earlier steps and what a child needs to learn and be able to do next using this documents and accurate and proportionate assessment  
NOTE: Children who may struggle in their learning are not ‘low ability’ as it is unknown what their potential might be.
- In some areas of learning, there are links made; for example, you will see physical development references in the writing section. This acknowledges the holistic nature of learning in the Early Years Foundation Stage.

**This is not a tick list that must be followed and completed. It is a guide to support assessment, and planning.**

**Assessment scale:**

1	2	3	4	5
Working significantly below, requires smaller steps to demo progress and/or bespoke curriculum	Not on track, needs a lot of support to access provision and adult led teaching	Sometimes working on track, but needs scaffolding/support in provision and adult led teaching	Working on track, responding to provision and accessing adult led teaching at expected level	Confident accessing provision and adult led teaching and often requires further challenge



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Early Years Foundation Stage Benchmarking

Check points for prime areas

**Communication and Language – Listening, Attention & Understanding/Speaking**

<p>Nursery Baseline By 3</p>		<ul style="list-style-type: none"> <li>* Understand action words by pointing to the right picture (Check point)</li> <li>* Get their attention by using their name (Check point)</li> <li>* Listen to simple stories and understand what is happening, with the help of pictures</li> <li>* Understand simple questions – Who? What? Where? (not why)</li> <li>* Use speech sounds p, b, m, w (may still have problems pronouncing /r/w/y, f/th, s/sh/ch/dz/lj )</li> <li>* Understand and act on longer sentences</li> <li>* Identify familiar objects and properties for practitioners when they're described</li> </ul>	<p>By around 3 years old: * Use about 300 words including descriptive, time, space and function words * Is the child linking up to 5 words together? * Using pronouns, plurals and prepositions (may not be used correctly) * Follow instructions with 3 key words i.e. 'wash dolly's face' * Understand action words by pointing to the right picture * Get their attention by using their name * watch out for children's speech which is not understood by unfamiliar adults</p>
<p>Nursery</p>	<p>December</p>	<ul style="list-style-type: none"> <li>* Enjoy listening to longer stories and can remember much of what has happens</li> <li>* Pay attention to more than one thing at a time which can be difficult</li> <li>* Understand a question or instruction that has two parts</li> <li>* Put 3 or 4 words together to make a short sentence</li> <li>* Begin to sing a range of familiar songs</li> </ul>	<p>By the age of 4: * using 4 to 6 words in a sentence * use sentences joined up with words like 'because', 'and', 'next' * using sentences using future and past tense</p>
	<p>March</p>	<ul style="list-style-type: none"> <li>* Use longer sentences of 4 to 6 words (Check point)</li> <li>* Understand why questions</li> <li>* sing a large repertoire of songs</li> <li>* Know many rhymes and be able to talk about familiar books.</li> <li>* Start a conversation with an adult or a friend and continue it for many turns</li> <li>* Use talk to organise themselves and their play</li> <li>* Begin to use a wider range of vocabulary</li> </ul>	
	<p>By the end of Nursery</p>	<ul style="list-style-type: none"> <li>* Be able to discuss a view point and to debate when they disagree with an adult or friend, using words as well as actions</li> <li>* Use a wider range of vocabulary</li> <li>* Know many rhymes, be able to talk about familiar books and be able to tell a long story</li> <li>* Use sentences joined up with words like because, or , and (Check point)</li> <li>* Develop their communication but may continue to have problems with irregular tenses and plurals i.e. runned for ran (Check point)</li> <li>* Developing their pronunciation (may still have problems pronouncing r/j/th/ch/sh sounds &amp; multisyllabic words)</li> </ul>	
<p>Reception</p>	<p>December</p>	<ul style="list-style-type: none"> <li>*Understand how to listen carefully and why listening is important.</li> <li>*Engage in story times, rhymes, and songs.</li> <li>*Maintain attention in whole class/groups.</li> <li>*Understand 'why' questions.</li> <li>*Use sentences 4-6 words.</li> <li>*Use talk to organise play.</li> <li>*Listen in familiar &amp; new situations.</li> <li>*Maintain attention in new situations.</li> <li>*Ask questions to find out more and to check they understand what has been said to them.</li> <li>*Follow instructions with 2 parts in a familiar situation.</li> <li>*Start a conversation with peers and familiar adults and continue for many turns.</li> <li>*Develop social phrases</li> <li>* Learn new vocab and use it throughout the day</li> <li>*Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>*Learn rhymes, poems, and songs.</li> <li>*Listen to and talk about stories to build familiarity and understanding.</li> </ul>	
	<p>March</p>	<ul style="list-style-type: none"> <li>*Listen attentively in a range of situations.</li> <li>*Maintain attention during appropriate activity.</li> <li>*Engage in non-fiction books.</li> <li>*Consider the listener and take turns.</li> <li>*Use talk to organise/stand for something else in play.</li> <li>*Begin to use past tense.</li> <li>*Begin to recount past events.</li> <li>*Understand why listening is important.</li> </ul>	

		<ul style="list-style-type: none"> <li>*Maintain attention in different contexts.</li> <li>*Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>*Ask questions to find out more and check understanding.</li> <li>*Articulate their ideas and thoughts in well-formed sentences.</li> <li>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>*Begin to connect one idea or action to another using a range of connectives.</li> <li>*Describe events in some detail.</li> <li>* Learn new vocab and use it throughout the day and in different contextx</li> <li>*Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>*Learn rhymes, poems, and songs.</li> <li>*Listen to and talk about stories to build familiarity and understanding.</li> </ul>					
	<p>By the end of Reception</p>	<ul style="list-style-type: none"> <li>*Listen and understand instructions while busy with another task.</li> <li>*Maintain activity while listening.</li> <li>*Understand how, why, where questions.</li> <li>*Describe events in some detail.</li> <li>*Express ideas about feelings and experiences.</li> <li>*Articulate their ideas and thoughts in well-formed sentences.</li> <li>*Use language to reason.</li> <li>*Listen and respond with relevant questions, comments, or actions.</li> <li>*Attend to others in play.</li> <li>*Make comments and clarify thinking with questions.</li> <li>*Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>*Use new vocabulary in different contexts.</li> <li>*Use past, present, and future tenses in conversation with peers and adults.</li> <li>*Use conjunctions to extend and articulate their ideas.</li> <li>* Learn new vocab and use it throughout the day and in different contextx</li> <li>*Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>*Learn rhymes, poems, and songs.</li> <li>*Listen to and talk about stories to build familiarity and understanding.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ADD8E6;">Listening, Attention and Understanding</th> <th style="background-color: #ADD8E6;">Speaking</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> </td> </tr> </tbody> </table>	Listening, Attention and Understanding	Speaking	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	
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<p>Year 1 Expectations</p>		<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of standard English.</li> <li>• Participate in discussion, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>					




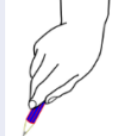
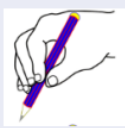

## Butler's Hill Infant & Nursery School - Early Years Foundation Stage Benchmarking

Check points for prime areas

### Physical Development – Gross Motor/Fine Motor

Nursery Baseline By 3 (birth to 3)		<ul style="list-style-type: none"> <li>* Walk, run, jump and climb (using the stairs independently) (check point)</li> <li>* spin, roll and independently use swings</li> <li>* Sit on a push a long wheeled toy, use a scooter or ride a tricycle (check point)</li> <li>* Enjoy starting to kick, throw and catch balls (check point)</li> <li>* Showing increasing desire to be independent i.e. wanting to dress or undress themselves and wanting to feed themselves</li> <li>* use large and small motor skills to do things independently i.e. manage buttons and zips, pour water</li> <li>* explore different materials and tools i.e. playdough, finger paint, brushes, shells</li> <li>* Developing manipulation and control i.e. tearing paper and making marks on paper</li> </ul>	<p>By around 3 years old:</p> <ul style="list-style-type: none"> <li>* <i>climbing confidently</i></li> <li>* <i>catch a large ball</i></li> <li>* <i>Pedal a tricycle</i></li> <li>* <i>difficulties sitting comfortably of chairs (core muscle)</i></li> </ul>
Nursery	December	<ul style="list-style-type: none"> <li>* Go up steps and stairs, or climb apparatus, using alternate feet.</li> <li>* Skip, hop, stand on one leg and hold a pose</li> <li>* Use large- muscle movements to wave flags and streamer, paint and make marks</li> <li>* Be increasingly independent as they get dressed and undressed i.e. putting coats on and doing up zips <i>with support</i></li> </ul>	
	March	<ul style="list-style-type: none"> <li>* Choose the right resources to carry out their own plan. E.G. choosing a spade to enlarge a small hole they dug (including understanding of using them safely)</li> <li>* Start taking part in some group activities, which they make up for themselves, or in teams.</li> <li>* Be increasingly independent as they get dressed and undressed i.e. putting coats on</li> <li>* Continue to develop their movement, balancing, riding and balls skills (in different contexts)</li> <li>* Uses one handed tools and equipment with some control (<i>maybe needing some support at times</i>) i.e. snipping paper</li> <li>* Using a comfortable grip with <i>some</i> control when holding pens and pencils (<i>beginning to use a four finger grip</i>)</li> <li>* Show a preference for a dominant hand LINK WITH LITERACY</li> </ul>	
	By the end of Nursery	<ul style="list-style-type: none"> <li>* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>* To 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.</li> <li>* Are increasingly able to use and remember sequences and patterns of movements, which are related to music/rhythm.</li> <li>* Uses one handed tools and equipment (more independently and with control)</li> <li>* Using a comfortable grip with good control when holding pens and pencils (<i>mostly using a four finger grip or when reminded or beginning tripod grip</i>)</li> </ul>	
Reception	December	<ul style="list-style-type: none"> <li>* Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> <li>* Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing (See Complete PE scheme)</li> <li>* 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 spoon.</li> </ul>	
	March	<ul style="list-style-type: none"> <li>* Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>* Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> <li>* 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</li> </ul>	
	By the end of Reception	<ul style="list-style-type: none"> <li>* Combine different movements with ease and fluency</li> <li>* Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>* Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>* 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.</li> <li>* Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</li> <li>* Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>* Develop overall body-strength, balance, co-ordination, and agility.</li> </ul>	

		<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>		
<b>Year 1 Expectations</b>		<p>Pupils should develop fundamental movement skills, becoming 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 cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> </ul>			

16-26 months	22-36 months	30-50 months	40-60 months
 <p><b>Fisted Grasp and</b></p> <p><b>Fist grip.</b> Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p><b>Palmer Grasp and</b></p> <p><b>Four-finger grip.</b> As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.</p>	 <p><b>Five finger Grasp and</b></p> <p><b>Pincer grip.</b> Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p><b>Tripod Grasp (Three finger)</b></p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>



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Check points  
for prime  
areas

**PSED – Self Regulation/Managing Self/Building Relationships**

Nursery Baseline By 3		<ul style="list-style-type: none"> <li>* Find ways of managing transitions, i.e. from parent to keyworker</li> <li>* Grow in independence, rejecting help ("me do it") sometime leading to feelings of frustration and tantrums.</li> <li>* Begin to show 'effortful control' i.e. waiting for a turn and resisting the strong impulse to grab or push their way to the front</li> <li>* Express preferences and decision.</li> <li>* Engage with others through talk i.e. choosing which song out of a few or saying whether they would like milk or water at snack time.</li> <li>* Play with increasing confidence on their own and with other children because they know their keyworker is nearby and available</li> <li>* Learn to use the toilet with help</li> </ul> <p><i>Respond to a few appropriate boundaries, with encouragement and support.</i></p>	<p><b>Around the age of 3:</b></p> <ul style="list-style-type: none"> <li>* Can they sometimes manage to share and take turns with support and understanding 'yours' and 'mine'</li> <li>* Do they settle to some activities for a while</li> <li>* Are they starting to enjoy the company of others and wanting to play with them?</li> <li>* Is the child of a Healthy weight and with good oral hygiene?</li> </ul> <p><b>Around the age of 4:</b></p> <ul style="list-style-type: none"> <li>* Does the child take part in Pretend play</li> <li>* Does the child play alongside others or alone</li> <li>* is the child of a Healthy weight and with good oral hygiene</li> </ul>
Nursery	December	<ul style="list-style-type: none"> <li>* Develop friendship with other children (Birth to 3 section)</li> <li>* Begin to select and use resources, with help when needed. This helps them to achieve a goal they have chosen or one which has been suggested to them.</li> <li>* Develop their sense of responsibility and membership of a community. i.e. special helper, monitor job, wash the pots</li> <li>* Increasingly follow rules, understanding why they are important.</li> <li>* Develop appropriate ways of being assertive i.e. saying no thank you, body language</li> <li>* Uses the toilet and washing their hands independently</li> </ul> <p><b><u>JIGSAW PIECES – Being me in my World &amp; Celebrating Differences</u></b></p>	
	March	<ul style="list-style-type: none"> <li>* Select and use resources, with help when needed. This helps them to achieve a goal they have chosen, or one which has been suggested to them</li> <li>* Become more outgoing with unfamiliar people, in a safe context of their setting. (linked to Jigsaw- visitors)</li> <li>* Play with one or more other children on the same 'theme' of the play activity i.e. beginning to join in, but may need some support from an adult</li> <li>* Begin to find solutions to conflicts and rivalries with support. i.e. accepting that not everyone can play the same part in the game, and suggesting other ideas</li> <li>* Remember rules without needing an adult to remind them.</li> <li>* Begin to talk to others to solve problems with support</li> <li>* Begin to talk about their feelings using words like 'happy' 'sad' 'angry' 'worried'</li> <li>* Be increasingly independent in meeting their own care needs, i.e. Brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul> <p><b><u>JIGSAW PIECES – Dreams and Goals &amp; Healthy Me</u></b></p>	
	By the end of Nursery	<ul style="list-style-type: none"> <li>* Show more confidence in new social situations i.e. trips,</li> <li>* Play with one or more other children, extending and elaborating play ideas i.e. independently sharing and accepting others ideas and opinions</li> <li>* Find solutions to conflicts and rivalries. i.e. accepting that not everyone can play the same part in the game, and suggesting other ideas</li> <li>* Talk to others to solve problems (linked to Jigsaw)</li> <li>* Talk about their feelings using words like 'happy' 'sad' 'angry' 'worried'</li> <li>* Understand gradually how others might be feeling</li> <li>* Make healthy choices about food, drink, activity and tooth brushing. (linked to Jigsaw)</li> </ul> <p><b><u>JIGSAW PIECES – Changing Me &amp; Relationships</u></b></p>	
Reception	December	<ul style="list-style-type: none"> <li>*Can talk about feelings.</li> <li>*Welcome distractions when upset.</li> <li>*Increasingly follow rules.</li> <li>*Know likes and dislikes.</li> <li>*Independently organise belongings in the morning.</li> <li>*Manage personal hygiene.</li> <li>*Build constructive and respectful relationships.</li> <li>*Beginning to express their feelings and consider the perspectives of others.</li> <li>*Begin to take turns and share resources.</li> <li>*Independently choose where they would like to play.</li> <li>*Continue to build constructive and respectful relationships.</li> </ul> <p><b>JIGSAW: BEING ME IN MY WORLD/ JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)</b></p>	

	<p>March</p>	<ul style="list-style-type: none"> <li>*Show pride in achievements.</li> <li>*Understand behavioural expectations of the setting.</li> <li>*Can explain right from wrong and try to behave accordingly.</li> <li>*Manage their own needs.</li> <li>*Can identify kindness.</li> <li>*Seek others to share activities and experiences.</li> <li>*Can make choices and communicate what they need.</li> <li>*Begin to show persistence when faced with challenges.</li> <li>*Can keep play going by co-operating, listening, speaking, and explaining.</li> <li>*Can reflect on the work of others and self-evaluate their own work.</li> </ul> <p><b>JIGSAW: DREAMS AND GOALS/ JIGSAW: HEALTHY ME</b></p>	
	<p>By the end of Reception</p>	<ul style="list-style-type: none"> <li>*Beginning to know that children think and respond in different ways to them.</li> <li>*Can talk about their own abilities positively.</li> <li>*Confident to try new activities</li> <li>*Show resilience and perseverance.</li> <li>*Able to identify and moderate own feelings.</li> <li>*See themselves as a unique and valued individual.</li> <li>*Can seek out a challenge and enjoy the process.</li> <li>*Show sensitivity to others' needs and feelings.</li> </ul> <p><b>JIGSAW: CHANGING ME/ JIGSAW: RELATIONSHIPS</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> </div>	
<p>Year 1 Expectations</p>	<p>Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe -Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change</p> <p>• Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community</p>		



Butler's Hill Infant & Nursery School  
Early Years Foundation Stage Benchmarking

**Literacy- Comprehension/Word Reading/Writing**

Nursery Baseline By 3		<ul style="list-style-type: none"> <li>* Enjoys drawing freely (mark making) i.e. large scale, brushes and water</li> <li>* Add marks to their drawing (as if writing) and gives it meaning i.e. "that says Mummy"</li> <li>* Enjoys books, has a favourite book that they seek out to either share or look at alone</li> <li>* Pay attention and respond to the pictures or words</li> <li>* Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempos (linked to phonics)</li> <li>* Say some of the words in songs and rhymes</li> </ul>
Nursery	December	<ul style="list-style-type: none"> <li>* Sings songs and say rhymes independently i.e. singing whilst playing, using instruments</li> <li>* Understand print meaning (environmentally ) i.e. environmental print, door number (from birth to 3)</li> <li>* Understand we read English texts from left to right and from top to bottom</li> <li>* Understand page sequencing – turning one page at a time, starting at the beginning</li> <li>* MARK MAKING PROGRESSION</li> </ul>
	March	<ul style="list-style-type: none"> <li>* Engage in extended conversations about stories, learning new vocabulary</li> <li>* Understand the different parts of the book i.e. front/ back cover, author, illustrator, title, pictures, words/text</li> <li>* Understand print meaning (basic form) letters, capital i.e. on their name, letters, numbers</li> <li>* Understand page sequencing – page numbers</li> <li>* Begin to understand print has a purpose (<i>familiar types</i>) i.e. newspaper/ magazines, invitation, recipes</li> <li>* Can count or clap syllables (linked to phonics)</li> <li>* Spot and suggest rhymes (linked to phonics)</li> </ul>
	By the end of Nursery	<ul style="list-style-type: none"> <li>* Write some letters accurately</li> <li>* Write some or all of their name</li> <li>* Use some of their print and letter knowledge in their early writing i.e. writing 'm' for mummy</li> <li>* Recognise words with the same initial sound (linked to phonics)</li> <li>* Understand print meaning – beginning to develop an awareness of words, spaces, capital letters, full stops</li> <li>* Understand print has a purpose i.e. non-fiction, fiction, lists</li> </ul>
Reception	December	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>*Listen and enjoy sharing a range of books.</li> <li>*Hold a book correctly, handle with care.</li> <li>*Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</li> <li>*Know that text in English is read top to bottom and left to right.</li> <li>*Know the difference between text and illustrations.</li> <li>*Recognise some familiar words in print, e.g., own name or advertising logos.</li> <li>*Enjoy joining in with rhyme, songs and poems.</li> <li>*Explain in simple terms what is happening in a picture in a familiar story.</li> <li>*Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</li> <li>*Experience and respond to different types of books, e.g., story books, factual/real-world books etc.</li> <li>*Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</li> <li>*Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</li> <li>*Sequence two events from a familiar story, using puppets, pictures from book or role-play.</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>*Hear general sound discrimination and be able to orally blend and segment.</li> <li>*Read individual letters by saying the sounds for them.</li> <li>*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>*Read a few common exception words matched to the school's phonic programme.</li> </ul> <p><b>Emergent writing:</b></p> <ul style="list-style-type: none"> <li>*Aware that writing communicates meaning.</li> <li>*Give meaning to marks they make.</li> <li>*Understand that thoughts can be written down.</li> <li>*Write their name copying it from a name card or try to write it from memory.</li> <li>*Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.</li> <li>*Makes make marks and drawings using increasing control.</li> <li>*Know there is a sound/symbol relationship.</li> </ul>

	<p>*Use some recognisable letters and own symbols.  *Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b>  *Use talk to organise describe events and experiences, link ideas, clarify thinking and feelings.  *Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b>  *Orally segment sounds in simple words.  *Orally spell VC and CVC words by identifying the sounds.</p> <p><b>Handwriting:</b>  *Know that print carries meaning and in English, is read from left to right and top to bottom.  *Draws lines and circles.  *Form letters from their name correctly.  *Recognise that after a word there is a space.</p>
March	<p><b>Comprehension:</b>  *Use picture clues to help read a simple text.  *Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  *Show understanding of some words and phrases in a story that is read aloud to them.  *Express a preference for a book, song or rhyme, from a limited selection.  *Play is influenced by experience of books (small world, role play).  *Retell stories in the correct sequence, draw on language patterns of stories.  *With prompting, show understanding of many common words and phrases in a story that is read aloud to them.  *Suggest how an unfamiliar story read aloud to them might end.  *Give a simple opinion on a book they have read, when prompted.  *Recognise repetition of words or phrases in a short passage of text.  *Innovates a well-known story with support.</p> <p><b>Word Reading:</b>  *Read individual letters by saying the sounds for them.  *Read some letter groups that each represent one sound and say sounds for them.  *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p><b>Emergent writing:</b>  *Build words using letter sounds in writing.</p> <p><b>Composition:</b>  *Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b>  *Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.  *Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p><b>Handwriting:</b>  *Shows a dominant hand.  *Write from left to right and top to bottom.  *Holds a pencil effectively to form recognisable letters.  * Know how to form clear ascenders and descenders.</p>
By the end of Reception	<p><b>Comprehension:</b>  *Correctly sequence a story or event using pictures and/or captions.  *Make simple, plausible suggestions about what will happen next in a book they are reading.  *Know the difference between different types of texts (fiction, nonfiction, poetry)  *Make inferences to answer a question beginning 'Why do you think..?' in a picture book that has been read to them, where answer is clearly signposted.  *Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.  *Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.  *Innovate a known story.  *Recall the main points in text in the correct sequence, using own words and include new vocabulary.  *When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.  *With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p><b>Word Reading:</b>  *Read some letter groups that each represent one sound and say sounds for them.  *Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>

- \*Read some tricky words from Phase 4 e.g. said, like, have, so.
  - \*Re-read what they have written to check that it makes sense.
- Emergent writing:**
- \*Continue to build on knowledge of letter sounds to build words in writing.
  - \*Use writing in play.
  - \*Use familiar words in their writing.
  - \*Show awareness of the different audience for writing.
  - \*Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

**Composition:**

- \*Write a simple sentence with a full stop.
- \*Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.
- \*Write different text forms for different purposes (e.g. lists, stories, instructions).
- \*Begin to discuss features of their own writing e.g. what kind of story have they written.

**Spelling:**

- \*Spell words by drawing on knowledge of known grapheme correspondences.
  - \*Make phonetically plausible attempts when writing more complex unknown words.
- Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

**Handwriting:**

- \*Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.
- \*Include spaces between words.
- \*Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

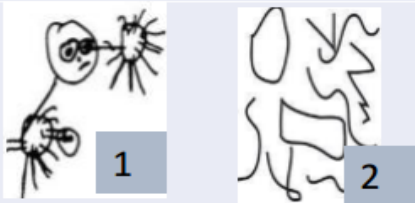
Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>•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

Year 1 Expectations

- 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 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;
  - participating in discussions about what is read to them, taking turns and listening to what others say; explaining clearly their understanding of what is read to them.
- Hear and recognise all 40+ phonemes;  
 Match all 40+ graphemes to their phonemes;  
 Identify all 40+ graphemes in reading;  
 Know that words can have omitted letters and that an apostrophe represents the omitted letters;  
 Find contractions in reading;  
 Read words with contractions;  
 Read compound words, for example, football, playground, farmyard, bedroom.  
 Sequence sentences to form short narratives;  
 Sequence sentences in chronological order to recount an event /experience;  
 May attempt to use a range of conjunctions;  
 Make sure that word choices are relevant to the context and use word banks to support this;  
 Begin to use adjectives to add detail to sentences;  
 Use capital letters for the names of people, places and days of the week;

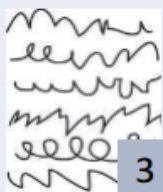
## The stages of writing development For reference

### 16-26 months



This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.

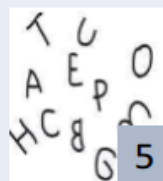
### 22-36 months



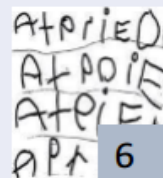
As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.



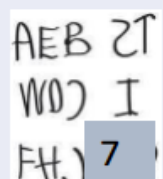
We now see random letters and letter strings.



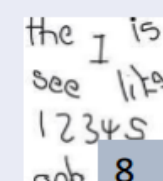
### 30-50 months



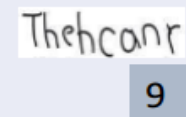
Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.



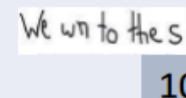
We now see letter strings, letter groups and print from the environment.



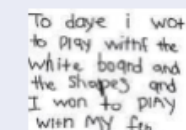
### 40-60 months



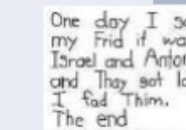
We now see children beginning to experiment with sounds and the initial sounds of words represented.



Then more consonant sounds are represented. We then see inventive spelling including vowels.



Finally we have transitional writing with better attempts and spelling and some use of punctuation.



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## Perspectives

# Drawing Development in Children

Viktor Lowenfeld  
Betty Edwards

2 | 3 | 4 | 6 | 8 | 12 | 14 yrs



2 years

3 years

4 years

6 years

8 years

10 years

Viktor Lowenfeld  
*Creative and Mental Growth*

### Scribbling stage

First disordered scribbles are simply records of enjoyable kinesthetic activity, not attempts at portraying the visual world. After six months of

### The preschematic stage

First conscious creation of form occurs around age three and provides a tangible record of the child's thinking process. The first representational attempt is a person, usually with circle for head and two vertical lines for legs. Later other forms develop, clearly recognizable and often quite complex. Children continually search for new concepts so symbols constantly change.

### The schematic stage

The child arrives at a "schema," a definite way of portraying an object, although it will be modified when he needs to portray something important. The schema represents the child's active knowledge of the subject. At this stage, there is definite order in space relationships: everything sits on the base line.

### The gang stage: The dawning realism

The child finds that schematic generalization no longer suffices to express reality. This dawning of how things really look is usually expressed with more detail for individual parts, but is far from naturalism in drawing. Space is discovered and depicted with overlapping objects in drawings and a horizon line rather than a base line. Children begin to compare their work and become more critical of it. While they are more independent of adults, they are more anxious to conform to their peers.



Butler's Hill Infant & Nursery School  
Early Years Foundation Stage Benchmarking

**Mathematics – Number/Numerical Patterns (Shape, Space and Measure)**

Nursery Baseline By 3		<ul style="list-style-type: none"> <li>* Take part in finger rhymes with numbers</li> <li>* Count in everyday contexts, sometimes missing numbers i.e. 1-2- 3- -5</li> <li>* Develop counting like behaviour by pointing or saying some numbers in order</li> <li>* Compare amounts by saying 'lots', 'more', 'same'</li> <li>* Compare sizes, weights etc using gestures and language i.e. big/small, high/low, tall, heavy</li> <li>* Complete puzzles and simple jigsaws</li> <li>* Notice patterns and arrange things in patterns</li> </ul>
Nursery	December	<ul style="list-style-type: none"> <li>* develop fast recognition of up to 3 objects, without having to count them individually</li> <li>* recite numbers past 5</li> <li>* Compare quantities up to 5 using language 'more than' &amp; 'fewer than'</li> <li>* Tall about and explore 2D shapes using informal and mathematical language i.e. straight, flat, round, curved, triangle, circle</li> <li>* Make comparisons between objects relating to size, mass and capacity i.e. full, empty, bigger, smaller</li> <li>* Begin to understand position through words i.e. the child saying "the bag is under the table" (may sometimes still point)</li> <li>* Talk about early patterns around them i.e stripes on clothes and use informal language like 'spotty', 'pointy'</li> <li>* Copy ABAB pattern and begin to extend</li> </ul>
	March	<ul style="list-style-type: none"> <li>* Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>* Show finger numbers up to 5</li> <li>* Say one number for each item in order to 3</li> <li>* Begin experimenting with their own symbols and marks as well as numerals</li> <li>* Talk about and explore 2D and 3D shapes using informal language</li> <li>* Select shapes appropriately i.e. flat surfaces for building triangular prism for a roof</li> <li>* Describe a familiar route i.e. things they've seen on their journey to school</li> <li>* Understand position through words alone i.e. the child saying "the bag is under the table" (without pointing)</li> <li>* Make comparisons between objects relating to weight, length and height i.e. taller, shorter, longer, heavier, lighter</li> <li>* Extend and begin to create ABAB pattern (repeating pattern)</li> <li>* Begin to describe a sequence of event, real or fictional, using words i.e. 'first' 'then' 'after' 'before' 'morning' yesterday 'later'</li> </ul>
	By the end of Nursery	<ul style="list-style-type: none"> <li>* develop fast recognition of up to 5 objects, without having to count them individually</li> <li>* say one number for each item in order to 5</li> <li>* Link numerals and amounts to 5 i.e. match number of objects to numeral</li> <li>* Solve real world mathematical problems with numbers up to 5 (<i>one more and one less</i>)</li> <li>* Experiment with their own symbols and marks as well as numerals</li> <li>* Tall about and explore 2D and 3D shapes using informal and mathematical language i.e. edges, faces, straight, sides, flat, solid</li> <li>* Discuss routes and locations using words like 'in front of' and 'behind'</li> <li>* Make comparisons between objects relating to weight, length, height and capacity i.e. fuller, half full,</li> <li>* Combine shapes to make new ones</li> <li>* Notice and correct an error in a repeating pattern</li> </ul>
Reception	December	<ul style="list-style-type: none"> <li>*count forwards and backwards to 5</li> <li>*compare numbers to 5</li> <li>*understand more, fewer and same</li> <li>* subitise and or count numbers to 5</li> <li>*understand the composition of numbers up to 5</li> <li>*finds one more and one less to 5</li> <li>*Sort, match objects to size, colour</li> <li>*To name circles, squares, triangles and rectangles</li> <li>*Recognise repeating patterns</li> <li>*To use positional language</li> <li>*To sequence familiar events</li> <li>*To understand what happens during the day and at night</li> </ul>

	March	<ul style="list-style-type: none"> <li>*understands 0</li> <li>*compare numbers to 10</li> <li>*subitise and or count numbers to 10</li> <li>*finds one more or less to 10</li> <li>*understands equal and unequal groups</li> <li>*combines two groups</li> <li>*adds more on a number track</li> <li>*compare and measure length and height</li> <li>*knows the days of the week</li> <li>*understands 60 seconds</li> <li>*can make a pair</li> <li>*use heavier and lighter to compare objects</li> <li>*uses empty and full to compare liquid</li> </ul>					
	By the end of Reception	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">Number</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> </td> </tr> </tbody> </table>	Number	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">Numerical Patterns</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> </td> </tr> </tbody> </table> <p><b>Shape Space &amp; Measure</b> No ELG          To name 2d and 3d shapes          To compare length, height, size and width using appropriate vocabulary          To use positional language</p>	Numerical Patterns	<ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
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Year 1 Expectations	<p>Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number;          Read and write numbers to 100 in numerals          Read and write numbers from 1 to 20 in numerals and words;          Given a number, identify 1 more or 1 less;          Read, write and interpret mathematical statements involving + - = signs;          Add and subtract 1-digit and 2-digit numbers to 20, including zero          Count in multiples of 2s, 5s and 10s;          Represent and use number bonds and related subtraction facts within 20;          Recognise and name common 2D shapes, including circles and triangles;          Identify and describe common 2D shapes, including: rectangles (including squares) circles, triangles;          Describe position, direction and movement, including half, quarter and three-quarter turns;          Recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres.</p>						



Butler's Hill Infant & Nursery School  
Early Years Foundation Stage Benchmarking

**Understanding the World – Past & Present/ Peoples, Culture and Communities/The Natural World**

Nursery Baseline By 3		<ul style="list-style-type: none"> <li>* Notice differences between people (positive and acceptance of others i.e. race, religion, disability, gender)</li> <li>* Make connections between the features of their family and other families (similarities and differences)</li> <li>* explore and respond to different natural phenomena in their setting and in their environments</li> </ul>
Nursery	December	<ul style="list-style-type: none"> <li>* Explore how things work i.e. push pull, stretch</li> <li>* Beginning to use informal language to talk about properties of materials</li> <li>* <i>Beginning to make sense of where they live and begin to talk about what they see</i> (linked to jigsaw) i.e. their room, house</li> <li>* Use all their senses in hands-on exploration of natural materials</li> </ul>
	March	<ul style="list-style-type: none"> <li>* Talk about the differences between materials and changes they notice (also linked with science week)</li> <li>* Explore and talk about different forces they can feel (also linked with science week)</li> <li>* Beginning to develop positive attitudes about differences between people (linked to jigsaw)</li> <li>* Show an interest in different occupations (linked to jigsaw)</li> <li>* Plant seeds and care for growing plants</li> <li>* Understand the key features of a lifecycle of a plant</li> <li>* Begin to understand how to respect and care for living things i.e. plants, minibeasts, pets</li> <li>* Begin to make sense of their own life-story and family's history</li> <li>* Explore collections of materials with similar and /or different properties</li> </ul>
	By the end of Nursery	<ul style="list-style-type: none"> <li>* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> <li>* Continue developing positive attitudes about differences between people</li> <li>* Begin to understand the need to respect and care for the natural environment and all living things</li> <li>* Understand the key features of a lifecycle of an animal (butterfly)</li> <li>* Talk about what they can see, using a wider vocabulary i.e. using a magnifying glass, observational and investigative skills, discuss finding and ideas</li> </ul>
Reception	December	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>*Talk about members of their immediate family and the relationship to them.</li> <li>*Name and describe people who are familiar to them.</li> <li>*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.</li> </ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>*Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</li> <li>*Ask questions, use different sources to find answers including books.</li> <li>*Comment on images of familiar situations in the past.</li> </ul> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>*Themselves, special things in their own lives.</li> <li>*Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b>Lyfta:</b></p> <ul style="list-style-type: none"> <li>*Talk about and describe features of their own family and about families in other countries across the world.</li> <li>*Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</li> </ul> <p><b>Mapping:</b></p> <ul style="list-style-type: none"> <li>*Talk about the features of their immediate environment with visual representations e.g. classroom maps, seating maps, nature area map and read commons signs and logos.</li> <li>*Use technology e.g., a BeeBot and begin to show spatial awareness.</li> <li>*Use positional language i.e., under, beside, on top of etc.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>*Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.</li> <li>*Describe what they see, hear, and feel outside.</li> </ul> <p><b>Observation:</b></p> <ul style="list-style-type: none"> <li>*Explore the natural world around them drawing pictures of animals and plants.</li> <li>*Understand the need to respect and care for the natural environment and all living things.</li> </ul>
	March	<p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>*Visually represent their own day on a simple timeline (link with class timetable)</li> <li>*Talk about and understand changes in their own lifetime, by creating a personal timeline.</li> </ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"> <li>*Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</li> </ul>

		<p>Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre</p> <p><b>Respect:</b> *Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p><b>Mapping:</b> *Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. *Identify on a map - Recognise some environments that are different to the one in which they live *Complete a simple BeeBot program using a grid map or carpet squares.</p> <p><b>Communication:</b> *Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. *Describe what they see, hear, and feel outside.</p> <p><b>Observation:</b> *Explore the natural world around them drawing pictures of animals and plants. *Understand the need to respect and care for the natural environment and all living things.</p>			
	<p>By the end of Reception</p>	<p><b>Chronology:</b> *Recount an event, orally, pictorial and/or with captions. *Order experiences in relation to themselves and others, including stories.</p> <p><b>Enquiry:</b> *Talk about key roles people have in society both in the present and past. *Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. *Comment on images of familiar situations in the past. *Describe features of objects, people, places at different times and make comparisons. *Talk about what is the same and different.</p> <p><b>Respect:</b> *Understand that some places are special to members of their community. *Respect animals and now how to care for an animal/pets *Understand the need to respect and care for the natural environment and all living things.</p> <p><b>Communication:</b> *Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. *Describe what they see, hear, and feel outside.</p> <p><b>Observation:</b> *Explore the natural world around them drawing pictures of animals and plants. *Understand the need to respect and care for the natural environment and all living things.</p> <table border="1" data-bbox="347 877 2060 1069"> <tr> <td data-bbox="347 877 985 1069"> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> </td> <td data-bbox="985 877 1500 1069"> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> </td> <td data-bbox="1500 877 2060 1069"> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> </td> </tr> </table>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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<p>Year 1 Expectations</p>		<p><b>History</b> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people, places in their own locality</p> <p><b>Locational Knowledge</b> • 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.</p> <p><b>Place Knowledge</b> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p><b>Human and Physical Knowledge</b> • 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.</p> <p><b>Use basic geographical vocabulary to refer to:</b> • 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> <p><b>Geographical Skills and Fieldwork</b> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Plants</b> • 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 . <b>Animals, Including Humans</b> • 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 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.</p> <p><b>Seasonal Change</b> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.</p>			



Butler's Hill Infant & Nursery School  
Early Years Foundation Stage Benchmarking

**Expressive Arts and Design - Creating with Materials/Being Imaginative & Expressive**

Nursery Baseline By 3		<ul style="list-style-type: none"> <li>* Make simple models which express their ideas</li> <li>* Enjoy and take part in action songs i.e. Twinkle, twinkle little star.</li> <li>* Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</li> <li>* Start to develop pretend play, pretending that one object represents another i.e. holding a brick to the ear and pretending it's a phone</li> </ul>
Nursery	December	<ul style="list-style-type: none"> <li>* Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>* Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>* Create closed shapes with continuous lines and begin to use these as shapes to represent objects</li> <li>* Explore colours</li> <li>* Listen with increased attention to sounds</li> <li>* Remember and sing entire songs i.e. familiar ones</li> <li>* Explore a variety of instruments, listen and match their sounds (link to phonics)</li> </ul>
	March	<ul style="list-style-type: none"> <li>* Begin to develop complex stories using small world equipment like animal sets, dolls and houses</li> <li>* Develop their own ideas and then decide which materials to use to express them.</li> <li>* Draw with increasing complexity and detail i.e. circle for the face and include details</li> <li>* Show emotions in their drawings i.e. happiness, sadness, fear etc</li> <li>* begin to explore colour mixing</li> <li>* Respond to what they have heard expressing their thoughts and feelings</li> <li>* Sing the pitch of a tone sung by another person ('pitch match')</li> <li>* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song</li> <li>* Develop control in using instruments i.e. exploring tempo, ways of playing them</li> </ul>
	By the end of Nursery	<ul style="list-style-type: none"> <li>* Make imaginative and complex 'small worlds' with blocks and construction kits i.e. city with different building and a park</li> <li>* Join materials and explore different textures.</li> <li>* Show emotions in their drawings and paintings</li> <li>* Explore colour and colour mixing</li> <li>* Use drawing to represent ideas like movement or loud noise i.e. children to represent the music their listening to through their drawing</li> <li>* Create their own songs or improvise a song around one they know</li> <li>* Play the instrument with increasing control to express their feelings and ideas (using for a specific outcome)</li> </ul>
Reception	December	<ul style="list-style-type: none"> <li>* Explore colour and how colours can be changed.</li> <li>* Understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>* Develop storylines in their pretend play.</li> <li>* Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>* Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</li> </ul>
	March	<ul style="list-style-type: none"> <li>* Explore colour and how colours can be changed.</li> <li>* Use various construction materials.</li> <li>* Understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>* Show interest in and describe the texture of things.</li> <li>* Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>* Create collaboratively sharing ideas, resources, and skills.</li> <li>* Explore, use, and refine a variety of artistic effects to express their ideas and feelings</li> <li>* Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</li> </ul>
	By the end of Reception	<ul style="list-style-type: none"> <li>* Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>* Share their creations, explaining the process they have used.</li> <li>* Explore, use, and refine a variety of artistic effects to express their ideas and feelings</li> <li>* Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>* Listen attentively, move to, and talk about music, expressing their feelings and responses.</li> <li>* Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>* Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</li> </ul>

		<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	
<p><b>Year 1 Expectations</b></p>		<p>*Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul> <p><b>Design</b> • 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.</p> <p><b>Make</b> • 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 variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate</b> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.</p> <p><b>Technical Knowledge</b> • 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. To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> <li>• 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 difference and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		