STARMAT Subject Progression Framework
EYFS Expressive Art & Design – ART OVERVIEW

ELG: Creating with Materials
Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories

ELG: Fine Motor Skills
Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Focus	Drawing & paint	Use of colour, pattern, texture, line, form, space & shape	Use different materials	Explore a range of artists	Opinions and ideas on art	Understand and use vocabulary such as
NURSERY	• Makes marks intentionally • Create closed shapes with continuous lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools • Draw with increasing complexity & detail, such as representing a face with a circle & including details • Show different emotions in their drawings • Explore paint using fingers and other parts of their bodies as well as brushes and other tools. • Explore colour & colour mixing	• Explore different materials freely, in order to develop ideas about how to use them & what to make • Join different materials & explore different textures • Use variety of construction materials	• Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Handling, feeling, enjoying and manipulating materials	• Notice what other children & adults do, mirroring what is observed • Practice artist's techniques	• Discuss likes & dislikes about artwork	Names of colours Eg red, yellow, blue. mark, line, shape, paint, pencils, draw,
RE	• Use a range of tools competently & safely	• Experiment to create different textures • Use tools and techniques to	• Develop own ideas through experimentation with diverse materials to	• Respond imaginatively to artworks & objects	• Be able to describe what they see.	paint, shade, light, dark, collage, safely, tools, drawing, materials, lines,

CEPTION	• Explore different textures. Encourage accurate drawings of people • Use drawing materials to create pictures with a range of lines and shapes. • Uses a range of shapes and colours to represent observation drawings. • Mixes colours to produce different shades. • Has an awareness of different kinds of paint, e.g. powder paint, watercolours.	create different textures • Understand that different media can be combined to create new effects. • Use a range of materials to create different textures • Use a range of different techniques and variety of materials, eg paint, collage	express & communicate their discoveries & understanding • Uses moulding tools with malleable materials	• Explore, use & refine a variety of artistic effects to express their ideas & feelings	• Comment on their own work and that of others saying why they like it and how to make improvements. • Explain the processes they have used. • Follow and share their own interests through their artwork	shapes, observational drawing, self portrait/portrait
KS1 READINESS	Drawing, painting and sculpture	Exploring techniques	Using materials	Explore a range of artists	Comparing and evaluating work	
	• To explore their ideas and imagination by creating drawings, paintings and sculptures. • To explore creating designs and art work on a range of scales.	• To explore a range of techniques to draw, paint, print and sculpt to help them create art work.	• Hold tools like pencils, paint brushes, scissors with increasing precision • Experiment with using different everyday and art materials to explore colour, texture and form	• Begin to learn about different artists.	• Recognising and exploring the colour, patterns and shapes in other artist's work • Expressing opinions and feelings in response to their own art work and other artist's work. • Sharing their work with other people, talking about what they have created.	

STARMAT Subject Progression Framework
EYFS Expressive Art & Design - DT OVERVIEW

ELG: Creating with Materials
Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role-playing characters in narratives and stories

ELG: Fine Motor Skills
- Use a range of small tools, including scissors, paint brushes and cutlery;

Focus	Designing	Making	Evaluating	Technical skills	Food technology	Understand and use vocabulary such as
NURSERY	• Developing own ideas & decide which materials to use to express them.	• Use various construction materials eg to join pieces, stacking vertically and horizontally, balancing, making enclosures and creating • Use available resources to create props or create imaginary ones to support play. • Use blocks/ construction toys to build small worlds e.g. a pen on a farm.	• Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously.	• Develop new skills & techniques • Use tools for a purpose	• Talk about the difference between materials and change they notice. • Make healthy choices	• cut • names of materials, e.g. plastic, cardboard… • choose, equipment, plan, move, select, explore, materials, stick, ideas, • construction, plan, think, own ideas, make, build
RECEPTION	• Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding • Create collaboratively sharing ideas, resources & skills • Develop their own ideas and then decide which materials to use to express them • Look at different attachment methods e.g. paperclips, glue, tape	• Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking • Create representations both imaginary & real- life ideas, events, people & objects • Explore different materials, in order to develop their ideas about how to use them and what to make • Construct with a purpose in mind • Use a range of a natural and manmade resources	• Express & communicates working theories, feelings & understandings • Return to & build on previous learning, refining ideas & developing their ability to represent them • Discuss problems & how they might be solved	• Use different techniques for joining materials • Use tools independently, with care & precision • Master reasonable scissor control effectively and safely to cut and use techniques (paper in one hand and scissors in the other) • Use tools safely and effectively	• Look closely at similarities, differences, patterns & change • Know & talk about the different factors that support their overall health & well-being • Begin to understand the importance of hygiene	• create • join • fasten • hygiene, germs, • heat, melt • fold, roll, • staple stapler, hole punch, sticky tape, masking tape, glue, pva glue, split pins, paper fasteners, elastic bands, paper clips,
KS1 READINESS	• To describe something they want to make / build / construct • To say who they are making / building / constructing for • To talk about what materials they are going to use when making / building / constructing	• To make / build / construct objects using a variety of materials • To join materials together when making / building / constructing	• To talk about their constructions / products, and what they are pleased with • To talk about their constructions and say how it could be even better • To talk about everyday objects that they like and say why they are good	• To build / construct structures from a range of materials to a design brief that they have created or been given. • To build / construct structures that are tall or strong. • To know that tape and glue can join materials together and can make structures stronger.	• To recognise different foods as either healthy or unhealthy • To know how to use basic cutlery and utensils to make and eat food • To follow simple instructions to make different foods • Begin to understand where food comes from.	• strength • structure • flimsy • strong

STARMAT Subject Progression Framework
EYFS Expressive Art & Design - MUSIC OVERVIEW

ELG: Being Imaginative

Children at the expected level of development will:

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

Focus	Performing	Appraising	Composing	Understand and use vocabulary such as
NURSERY	• Know and join in with some nursery rhymes or favourite songs and poems. • Taps out simple repeated rhythms • Creates sounds to accompany stories • 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. • Play instruments with increasing control to express their feelings & ideas.	• Request a favourite song/rhyme. • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously • Respond to what they have heard, • expressing their thoughts & feelings	• Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know •	• nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, perform, share, play, stop, move, listen, actions, voice, hands,, loud sounds, soft sounds, solo, group, shake, tap, ring, like/ dislike loud / soft, fast / slow, composition.
RECEPTION	• Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Sing in a group or on their own, • increasingly matching the pitch & following the melody pitch match with melodic shape • Sing entire songs e.g nursery rhymes and christmas songs • Move to the sound of instruments and move in time to the pulse when playing moving or singing • Combining movement and singing eg marching and singing or tapping a drum and singing • Play instruments with expression and follow direction (eg fast, slow, loud, quiet, stopping and starting together) • Tap rhythms to accompany words (syllabic)	• Listen attentively, move to & talk about music, expressing their feelings & responses • Respond imaginatively to music e.g. *this music sounds like dinosaurs* • Listen to a variety of music from different genres and periods • Associate genres of music with characters and stories • Describe changes in music and compare pieces of music (eg fast, slow) • Name the instruments they see and play in the classroom •	• Choose particular movements, instruments/sounds for their own imaginative purposes • Explore & engage in music making & dance, performing solo or in groups • Create music based on a theme (eg sound scaping) • Find and record sounds • Create rhythms using instruments and body percussion •	• nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.

KS1 READI	Performing	Appraising	Exploring techniques	Comparing and evaluating work
	• To join in with singing familiar songs and rhymes. • To make up songs and rhymes of their own.	• To listen to live and recorded music, hearing lyrics, rhymes and instruments. • To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.	• To respond to music, including individual instruments with movement and dance	• To explore the range of sounds made by different instruments. • To use a range of percussive instruments to enhance songs and rhymes.

NESS	• To match the pitch of their voice to the pitch of the song they are singing.	• To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.	• To match movements to the rhythm and pulse of a piece of music	• To know the names of instruments that they have explored and used.

STARMAT Subject Progression Framework
EYFS Understanding the World – COMPUTING

ELG: NOT SPECIFIC
Computing

Focus	Algorithms	Creating programs	Using technology	Use of IT beyond school	Safe use	Understand and use vocabulary such as
NURSERY	• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	• Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets	• Knows that information can be retrieved from digital devices and the internet	• Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch- capable technology with support	• Know how to handle equipment safely • Begin to know that they shouldn't use devices without supervision	• Computer, laptop, tablet, ipad , click, press, interactive touchscreen, whiteboard, speaker, sound, keyboard,, mouse, headphones, camera, television, mobile, video, internet, beebot, esafety *Alongside this list, it is important to ensure children in both EYFS and KS1 recognise technology and the uses of it beyond the school, in their home and outside environment.*
RECEPTION	• Develops digital literacy skills by being able to access, understand and interact with a range of technologies	• Completes a simple program on electronic devices	• Can create content such as a video recording, stories, and/or draw a picture on screen	• Begin to list different IT in their home	• Begin to give reasons why we need to stay safe online • Can use the internet with adult supervision • to find and retrieve information of interest to them	

KS1 READINE	Safe, effective and competent use of technology Personal use, devices, safety	Computer science and coding Algorithms, programming	Using information effectively Personal information, software/application knowledge	• Beebot, app, password, website, online
	• Awareness of different technologies in and out of school • Awareness of the cause and effect of technology • Awareness of input and outputs of devices • Can use technology to express creatively and constructively	• Awareness of the cause and effect of technology • Can use technology to express creatively and constructively	• Awareness of different technologies in and out of school • Awareness of the cause and effect of technology • Awareness of digital storage of information- photography, digital writing and research information • Awareness of input and outputs of devices	

S S			• Can use technology to express creatively and constructively	

STARMAT Subject Progression Framework
EYFS Understanding the World - GEOG OVERVIEW

ELG: The Natural World

Children at the expected level of development will:

- Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Understand and use vocabulary such as
NURSERY	• Know places in their local community by name. " I live in…". "My school is …" • Recognise geographical features in stories, e.g. *We're Going on a Bear Hunt*	• Introduce other environments through stories, videos, visits (if possible) Seaside, Countryside • Know that there are different countries in the world • Know that some children may come from a different country and understand that these are different places	• Observe the weather • Explore their setting and talk about the changes they see. • Look at the seasons during the year picking out key features. Autumn - leaves falling/Days get shorter/harvest festival Winter- colder, shorter days snow/frost/animals hibernate Spring- leaves grow/buds/flowers/lambs/days get longer/weather warms up Summer - longer days/warmer/wildlife they see/plants grow etc • Begin to show an interest in different jobs people do, recognise places where people work.	• Be able to ask questions and comment on what they see.. • Use simple maps, recognise water as blue and land as green on the maps.	• home,- house, kitchen,bedroom, bathroom, lounge/sitting, room, garden, garage. • nursery, names of local landmarks, park, road, shop, hospital, cafe, farm • weather, rainy, sunny, hot and cold • Know the names linked to their environment - Nursery- classroom, hall, field, outdoor area • travel, plane, train, car, bus
RECE	• Find out about their environment and talk about those features they like/dislike and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some	• Observe and identify features in the place they live and the natural world. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local	• Explore their local environment and talk about the changes they see. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of	• Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...? ".. • Describe some actions which people in their own community do that help to maintain the	• Locality Dependent Vocabulary • classroom, office, playground • World, Country, City, Town • Community, land, sea, river, field • map, globe, local area name • Weather, cloud, rain, snow, sun, rainbow, ice, monsoon. • Job, Firefighter, Police, Doctor, Nurse,

P T I O N	environments that are different to the one in which they live to help children make distinctions in their observations.	places. • Recognise some similarities & differences between life in this country & life in other countries • Begin to understand how environments may vary from one to another	changing seasons on the natural world around them • Can describe similarities and differences in places, patterns and change in nature." • Encourage children to express opinions on natural and human features.	area they live in. • Interpret range of sources of geographical information, including maps, globes, photographs. Identification of buildings in their locality • Begin to record their observations and link to what happened before and what comes next.	Farmer, Teacher, Carer • soil, tree, wood, Harvest, Season, Autumn, Winter, Spring, Summer • Forest, Beach, 'Countryside', 'path', • 'house', 'flat', 'bungalow,' 'temple' and • 'synagogue' • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • right / left/ forwards / backwards/ • above/ below
KS1 R E A D I N E S S	• Know where they live • Know how they travel to school • Begin to locate the UK on a map/ globe	• Talk about some of the differences they notice when they are in different places • Talk about places when looking at books and watching tv/videos • Talking about places they have been to • Talk about places in stories • Using language that relates to place	• Recognise elements of their environment that are human and physical.	• Make maps from stories • Follow simple maps in play	• England, United Kingdom, Great Britain, beach, cliff, coast… • town', 'village' • environments • weather - temperature

STARMAT Subject Progression Framework
EYFS Understanding the World - HISTORY OVERVIEW

ELG: Past and Present

Children at the expected level of development will:

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

Focus	Chronological understanding	Historical Enquiry	Knowledge & Interpretation	Understand and use vocabulary such as
N	• Introduce the language of time that will link to understanding of past and present and future.	• Question why things happened & give explanations • Understand why and how questions	• Develop an understanding of growth, decay and changes over time • Comment and ask questions about	Soon, later, today, yesterday, this morning, afternoon, night time

U R S E R Y	• Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life- story & family's history	• Asks who, what, when & how	aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos	Names of family - Dad, Mum, brother, sister, Grandma and Grandad
R E C E P T I O N	• Use talk to organise, sequence and clarify thinking and events • Be able to talk about significant events in their own lives i.e. a birthday, talk about a holiday they have been on, talk about starting school. • Begin to understand the past and present events in the lives of their family members i.e. *my brother was a baby but now he is a little boy. We had an old blue car but now Daddy has a new red car.* • Is able to talk about life cycles related to their family, baby, toddler, child, adolescent, adult.. (• Compare & contrast characters from stories, including figures from the past (e.g. Guy Fawkes, bonfire night and Isambard Kingdom Brunell when talking about construction) • Comment on images of familiar situations in the past	• Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how? • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books	• Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more & to check understanding of what has been said	Yesterday ,tomorrow, evening, last week, at the weekend, last night how, why, because, find out, I wonder what, if, when, why? I can see, I saw, same, different, change, what happened? Why? because old, new, Names of family - Uncle, Auntie and cousin
KS1 R E A D I N E S S	• Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past. • Begins to understand that events took place beyond living memory.	• Be able to ask questions about the past.	• Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. • Begin to put events in order. • Talk about things that have changed. • Share stories about people from • the past who have an influence on the present	Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past

STARMAT Subject Leader support - What to look for in the Foundation Stage
EYFS Understanding of the World - RE OVERVIEW

ELG: People, Culture and Communities
Children at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Focus	Beliefs and teachings (What people believe)	Practises and lifestyles (What people do)	Expression and language (How people express themselves)	Reflecting, Identity and experience (Making sense of who we are)	Understanding values (Making sense of right and wrong)	Understand and use vocabulary such as (appropriately for the school setting)
NURSERY	• Begin to make sense of their own life story & family history	• Talk about what they have experienced or seen in photos	• Notice similarities and differences between people, reflecting on differences positively.	• Know some of the things that make then unique & can talk about some of the similarities and differences in relation to family and friends	• Show interest in the lives of people who are familiar to them • Enjoys joining in with fam customs and routines	Religion, Special books, Special places, Special stories, Prayer, Christmas, Easter, Bible, Church, Jesus, God
RECEPTION	• Compare & contrast characters from stories, including figures from the past • Talk about past & present events in their own life & in the lives of fam members	• Talk about members of their immediate fam & community • Enjoys joining in with fam routines and customs	• Understands that some places are special to members of their community	• Know about similarities and differences between themselves & others & among family cultures and traditions	• Know that other children do not always enjoy the same things & is sensitive to this	• Religion, celebration, festival, symbol, thankful, faith, belief, belonging, worship, creation story, reflect • Christian, God, Christmas, Easter, birthday, Jesus, Mary, Joseph, church, altar, font, Bible, Holy Spirit, baptism, Christening, • Allah, Prophet Muhammad, Qur'an, Mosque • Hindu, mandir, diwali, Aum

KS1 READ	Believing	Living	Expressing
	• To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories	• To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events	• To know that different people have a range of different ways of showing their beliefs, including prayers and worship

I N E S S		• To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines • To be able to express some of their own families' customs and traditions	• To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

STARMAT Subject Progression Framework
EYFS Understanding the World- SCIENCE OVERVIEW

ELG: The Natural World

Children at the expected level of development will:

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

Focus	Living things and their habitats	Plants	Animals, including humans	Materials	Working scientifically Understand and use vocabulary such as:
N U R S E R Y	• Observe growth & decay over time • Begin to understand the need to respect & care for the natural environment & all living things • Seasons will run through the whole Nursery Year as we observe the changes in the world around us • Exploring their world with hands-on explorations talking about what they find and if they are the same or different. • Look at Life Cycles, for example, Frogs, Butterflies, Chickens. Be able to answer the question "What do you see?" And "How have they changed?"	• Most plants start growing from a seed or bulb • Begin to understand the need to respect and care for seeds and plants. • Look at a life cycle of a plant	• Take an interest in animals through small world animals and books. • Through provision, they begin to be exposed to categorising species such as wild animals in the zoo, pets in the home and farm animals on the farm. • Using rhymes and songs such as Head Shoulders Knees and toes, talk about the human body, naming body parts.	• Use all their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Explore how things work • Talk about what they see using describing words such as, hard, soft, wet, dry, cold, hot. • Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc.	**Working scientifically** • Expose the children to problems that have more than one answer and encourage them to explore and make a choice. • Be able to answer WHY questions such as "Why do you think the caterpillar got fat?", when reading the Hungry Caterpillar. • Use fiction and non-fiction books to help develop children's curiosity and develop research skills alongside iPads, video's and visitors to expand the children's experiences of the immediate world around them and the larger world we live in. **Vocabulary**

					Animals including humans head, eyes, nose, mouth, ears, hands, fingers, feet, toes, arm, leg, animal **Plants** tree, leaf, flower, stem, seed **Materials** Material, wood, glass, paper, hard, soft. **Seasonal changes** Season, Summer, Spring, Autumn, Winter, day, night, dark, light, Moon, Sun
RECEPTION	• Describe what they see, hear & feel whilst outside • Observational drawings of the natural world • Discuss how to care for the living things & their habitats • Examine change over time • Seasons will run through the whole Reception Year as we observe the changes in the world around us and begin to record pictorially or in writing what we see. • Begin to categorise species such as pets, farm animals, wild animals, etc and talk about their habitats and key features.	• All plants need water, light and warmth to grow and survive • Name & describe some plants • Draw pictures of plants • Understand the effect of changing seasons on the natural world around them	• Talk about things they have observed including animals • Observational drawings of animals • Be able to show care and concern for living things • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health • Describe what they see, hear & feel • Know the effects exercise has on their bodies • Have some understanding of growth and change • Look at key stages of development from birth to adult • Observe & describe in words or actions the effects of physical activity on body • Look at the human life cycle and within their experience i.e. baby, toddler, child, adolescent, adult. • Be able to label the main body parts of a human. • Label life cycles such as the frog, butterfly and chicken.	• Observe & interact with natural processes, such as ice melting, an object casting a shadow, a magnet attracting an object & a boat floating on water • Use vocabulary to name specific features of the natural world, both natural & man-made • To use all their senses in hands-on exploration of natural and man-made materials in the world around them.	**Working scientifically** • Select and choose activities and resources with help when needed, for example which material would be best to make a boat out of so I can float it in the water tray. • Expose the children to problems that have more than one answer and encourage them to explore and make a choice and explain their reasons for this choice. • Encourage the children to research for themselves problems they encounter or things they see, using books, iPads, and asking questions. • Talk about what they see using describing words such as, hard, soft, wet, dry, cold, hot, and extend these descriptions to smooth, rough, crinkly, fluffy, slippy, powdery, flaky, freezing, luke warm etc. • When talking about their ideas be able to use the word because, i.e. The caterpillar is fat because it ate so much food. **Vocabulary** **Animals including humans** human,animal,fish, birds, face, hair, leg, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly & ladybirds **Plants** tree, trunk, petals, fruit, branch,

					roots, leaves, bulb, flowers, seed, stem **Materials** Material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, material, smooth, shiny, rough **Seasonal changes** Season, summer, spring, autumn, winter, day, night, dark, light, Moon, sun
KS1 READINESS	Seasonal change	Plants	Animals including humans	Everyday materials	Working scientifically
	• To know about different types of weather • To observe changes in trees and plants as the seasons progress	• To know what a plant is • To know what a flower is • To know where you see plants • To describe different plants and flowers	• To know what an animal is • To recognise and name a variety of different animals • To know the names of different body parts of humans and animals they have experience of	• To name everyday materials • To recognise that different everyday objects are made from different materials • To describe how different objects look and feel	• To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them • To compare objects in their environment and talk about similarities and differences • To ask questions about the world around them, and seek to find their own answers

STARMAT Subject Progression Framework

EYFS Physical Development (PRIME) - PE OVERVIEW

ELG: Gross Motor Skills

Children at the expected level of development will:

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

Focus	Gymnastic movements	Basic movements, Ball Skills & games	Dance	Good Health	Understand and use vocabulary such as

NURSERY	• Has good coordination and balance when negotiating equipment and other people. • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can jump safely from a piece of equipment. • Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability	• Can grasp & release with two hands to throw & catch a large ball, beanbag or object • Can kick a large ball. • Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles • Uses a range of ways to move appropriately, eg running,jumping, hopping, sliding. • Confidently uses scooters and trikes. • Is able to tackle parts of the climbing frame, eg low climbing wall, steps, ladder. • Uses brooms to brush and spades to dig in sand and soil. • Uses large construction to build.	Use large muscle movements to wave flags & streamers	Recognise when they are hungry and thirsty.	Run, walk, throw, catch, equipment, steps, feet, legs, arms, hands, brooms, spades, jumping, hopping, build, catch, kick, safely, hungry , thirsty.
RECEPTION	• Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding • Combine different movements with ease & fluency • Develop overall body strength, coordination, balance & agility • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	• Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Develop & refine a range of ball skills including: throwing, catching, kicking, batting & aiming.	• Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences • Watch & talk about dance & performance art, expressing their feelings & responses • Explore & engage in dance, performing solo or in groups	Shows some understanding and beginning to establish good practices with regard to exercise, eating (a range of healthy food stuffs), drinking water, sleeping routines, toileting and hygiene can contribute to good health. Be able to explain why this is important.	slithering, shuffling, rolling, skipping, hopping & sliding, jogging, skipping, space, jump, obstacle, game, exercise,eating, sleeping, routines, travel, under over, through, throwing, catching, kicking, batting, aiming
KS1 READINESS	Gymnastics	Basic movements, Ball Skills & games	Dance		
	• To combine different movements with ease and fluency.	• To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education. • To use their core muscle strength to achieve a good posture. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • To negotiate space and obstacles safely, with consideration for themselves and others. • To begin to work as a team.	• To use a more fluent style of moving, developing control and grace. • To combine different movements and patterns to begin to create simple dances.		

STARMAT Subject Progression Framework
EYFS Personal, Social, Emotional development (PRIME) - PSHCE OVERVIEW

ELG: Building Relationships
Children at the expected level of development will:
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

ELG: Self-Regulation
Children at the expected level of development will:
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

ELG: Managing Self
Children at the expected level of development will:
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Focus	Managing Self	Building Relationships	Self Regulation	Understand and use vocabulary such as
NURSERY	• Enjoys a sense of belonging through being involved in daily tasks. • Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help. • Beginning to manage their emotions. • Beginning to talk about their emotions. Eg sad, happy or upset. • An awareness of other people's emotions. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands, and putting coats on	• Feel confident to explore the environment with a familiar adult. • Play with increasing confidence on their own, and with other children. • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop appropriate ways of being assertive • Talk with others to solve conflicts • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. • Shows interest in the lives of people who are familiar	• Begin to wait for a turn with assistance. • Selects and uses activities and resources, with help when needed. • Develop a sense of responsibility & membership of a community. • Increasingly follow rules, understanding why they are important. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	• Feelings, sad , happy, upset, • Names of immediate family • Share, taking turns, listening, kindness

	independently. • Make healthy choices about food, drink, activity & tooth brushing.	to them. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.		
RECEPTION	• Know & talk about the different factors that support their overall health & well- being: regular physical activity, healthy • eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian • Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms • Is proactive in seeking adult support and able to articulate their wants and needs	• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others thinking • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Knows that other children do not always enjoy the same things, and is sensitive to this • The child takes part in pretend play with different roles. • Is increasingly flexible and co-operative as they are more able to understand other people's needs, wants, and behaviours. • Shows confidence in speaking to others about their own needs, wants, interests, and opinions in a familiar group. • Builds constructive and respectful relationships with adults. • Is able to offer empathy and comfort.	• Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicates freely about own home & community • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is aware of the behavioural expectations of the setting. • Shows confidence in choosing resources and perseverance and resilience in carrying out a chosen activity. • Talks about their own and others' feelings and behaviour and its consequences.	• Friendship Kindness Happy Sad Shy Feelings Lonely Sorry Angry • Family Difference Mum/Dad/Brother/ Sister/Grandma/ Grandad Stepmum/Stepdad

STARMAT Subject Progression Framework

EYFS Mathematical Development - MATHS number/numerical patterns OVERVIEW

ELG: Number
Children at the expected level of development will:
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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

Focus	Place Value: Counting Place Value: Represent Place Value: Use & compare	Addition & Subtraction: Recall, represent, use Addition & Subtraction: Calculations Addition & Subtraction: Solve problems	Understand and use vocabulary such as
Nur Aut	• React to changes of amount in a group of up to 3 items. • Count in everyday contexts. • May enjoy counting verbally as far as they can go • Children can say numbers 1 to 5. • Subitise number 1- know the smaller value of one is 0. • Can collect a group of objects and listen to the adult count them. Adults model the language “altogether we have”? • Can point to objects physically as the adult counts. • Can organise a group to count with an adult.		• one, two, three, four, five, how many? • How many altogether? count, group, number, numeral, add, take-away • What do you see? • How do you see it? • Number names • More than, less/fewer than, fair, sharing
Nur Spr	• Know mathematical strategies, i.e. counting one to one. • Beginning to understand that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).	• Child joins in with counting a small group of objects and can answer altogether questions.	
Nur Sum	• Child can count a group of objects independently up to three and say they have 3 altogether. • Subitise 2 and know that 2 is one more than 1. • Begin to recognise numerals 1 to 5. • Points/ touches objects with the stable order of 1,2,3,4,5 • Counts up to 3 objects recognising that the last number represents the total amount (cardinal number) so can say how many “altogether”. • Uses some number names and number language within play and may show fascination with large numbers • Links numerals with amounts up to 5 and maybe beyond • Compares 2 small groups of up to 5 objects saying when there are the same number of objects in each group. Eg you’ve got 2, I’ve got 2 • Begin to count up to 5 items recognising that the last represents the total counted so far - cardinal principle • Explores using a range of their own marks and signs to which they ascribe mathematical meaning. • Solve real world mathematical problems with numbers up to 5	• Subitise 3 and know that it is one more than 2. • Through play and exploration, begins to learn that numbers are made up of smaller numbers. • Beginning to recognise that each counting number is 1 more than the one before. • Beginning to use understanding of number to solve practical problems in play and meaningful activities.	
Rec	• Perceptually subitise numbers within 3. • Begins to recognise numerals to 10.	• With resources, can explore partitioning and composing numbers within 5.	• Numeral,, number names to twenty,

Aut	• Counts objects with the stable order 1,2,3 • Recites numbers in order to 10 and is aware of other numbers.	• Can partition numbers into □ +1, e.g. 5 is 1 more than 4. • Separates a group of 3 or 4 objects in diff ways, beginning to recognise that the total is still the same	subitise, amount, total. estimate, add, subtract, more, fewer • one more, one less, greater than, less than, the same as, more, fewer, fair, sharing, grouping, odd, even, double, count, count on, count back, add, take away
Rec Spr	• Increasingly confident in putting numerals 1 to 10 in order. • Counts out up to 10 objects from a larger group • Shows an awareness of the language of equal and unequal, related to number. • Begins to conceptually subitise larger numbers by subitising smaller groups within the number.	• Can partition and compose numbers within 6. • Begins to show an awareness that numbers within 10 are composed of 5 and a bit, using subitising.	
Rec Sum	• Knows the sequence of numbers to 20 and beyond • Shows an awareness of the counting pattern beyond 20, e.g. 21 is 20+1, 22 is 20 +2 etc. • Knows when to count and when groups can be subitised. • Can subitise with structured and unstructured patterns. • Using resources can explore how groups can be equally split. • Can partition and compose numbers within 10. • Engages in subitising numbers to 5. • Matches the numeral with a group of items to show how many there are (up to 10) • Compare numbers, using vocabulary such as 'greater than.'	• With resources children can identify numerals and operations in number sentences. • Can identify and describe the doubles patterns within 10, including odds, evens, double facts. • Automatically recalls numbers bonds to and within 5. • Begins to explore and record mathematical problems, using strategies of their own choice including standard numerals and symbols. • Begins to explore and work out mathematical problems using signs and strategies of their own choice, including standard numerals, tallies, + or -. • In practical activities, adds one and subtracts one with numbers to 10, using numerals and operations confidently. • Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Eg sees 6 raisins on a plate as 3 and 3.	

STARMAT Subject Progression Framework

EYFS Mathematical Development - MATHS Shape, Space, Measure OVERVIEW

SHAPE, SPACE, MEASURE

Focus	Spatial Awareness	Shape	Pattern	Measures	Understand and use vocabulary such as

NURSERY	● Responds to and uses simple language of position and direction, e.g. in front, behind, next to. ● Predicts, moves and rotates objects to fit the space or create the shape they would like. ●	● Chooses items based on their shape which are appropriate for the child's purpose. ● Responds to both informal language and common shape names ● Shows awareness of shape similarities and differences between objects ● Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes ● Begins to talk about, recognise and name some 2D shapes. ● Attempts to create enclosures when building, using trial and improvement to select blocks	● Creates their own spatial patterns showing some organisation or regularity ● Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. ● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. ● Children can explore patterns with related language. 1,2,1,2, circle, triangle, circle, triangle. ● Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf	● Able to compare quantity, length, weight or capacity with related language e.g. greater than, less than, same as. ● Familiar with measuring tools in everyday experiences and play including number lines. ● Can talk about 'My day' ● Recalls a sequence of events in everyday life and stories. ●	● Begins to names of 4 basic shapes- triangle, circle, rectangle, square, match, same, different. ● first, then, next, sides, corners, straight, flat, round, taller, shorter, longer, bigger, smaller, fuller, emptier, heavier, lighter.
RECEPTION	● Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints ●	● Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes ● Names and describes 2D shapes.	● Spots patterns in the environment, beginning to identify the pattern "rule" ● Chooses familiar objects to create and recreate repeating patterns beyond AB ● Recognises and adds to simple linear patterns; AB or ABC. ● Uses simple language of position and direction e.eg. in front, behind, next to.	● Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity.	● Pentagon, hexagon, corners, sides, pattern, next,length, longer, shorter, the same heavier, lighter…

KS1	Number	Measurement	Geometry
READINESS	● To count confidently ● To show a deep understanding of numbers up to 10 ● To match numerals with a group of objects to show how many there are (up to 10) ● To be able to identify relationships and patterns between numbers up to 10 ● To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways ● To add and subtract one in practical activities ● Children are exposed to 1 to 5 in words as well as numerals. ● Begins to solve one-step problems involving multiplication and division using concrete objects with the support of an adult.	● To measure themselves and everyday objects using a mixture of non-standard and standard measurements ● To develop spatial reasoning using measures ● To begin to order and sequence events using everyday language related to time ● To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars ● To explore the use of different measuring tools in everyday experiences and play	● To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them ● To use spatial language, including following and giving directions, using relative terms ● To develop spatial reasoning with shape and space ● To compose and decompose shapes, and understanding which shapes can combine together to make another shape

STARMAT Subject Leader support - What to look for in the Foundation Stage
EYFS Reading & Comprehension - LITERACY OVERVIEW

ELG: Word Reading
Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Comprehension
Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories 14 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.

Focus	Concepts about print	Phonological awareness	Range of reading familiarity with texts	Understanding	Understand and use vocabulary such as
NURSERY	• Shows interest in illustrations and words in print and words in the environment. • Looks at and enjoy books independently.	• Understanding print has meaning, can have diff purposes, we read Eng text from L to R, top to bottom, the names of diff parts of books and page sequencing. • Count or clap syllables in a word. • Recognise words with the same initial sound. • Recognise familiar words and signs such as your own name, advertising, logos, screen icons.	• Shows interest in illustrations and words in print and words in the environment. • Look at and enjoy books independently. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured and tell their own stories. • Be able to talk about familiar stories and tell a story. • Re-enacts stories they have heard in their play. • Sings to self and makes up simple songs. • Sing a large repertoire of songs. • Begins to sing familiar nursery rhymes and songs. • Create sounds, movements, drawings to accompany stories.	• Understand how to listen carefully and why listening is so important. • Beginning to understand why and how questions. • Uses talk to explain what is happening. • Listens to others one to one or small groups when conversation interests them. • Listens to familiar stories with increasing attention and recall. • Be able to express a point of view and talk about whether they agree. • Talks about events and principal characters in stories and suggests how the story might end.	• book, page, top, bottom, story, sound, song, words, nursery rhymes, characters,
RECEPTIO	• Enjoys an increasing range of books, both fiction and non-fiction. • Begins to develop preferences for books linked to their interests, for example books on dinosaurs. • Knows that information can be retrieved from books, computers & mobile digital devices.	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound & say sounds for them. • Use phonic knowledge to read phonetically decodable words. • Speedily read simple CVC words.	• Describes main story settings, event principal characters in increasing detail. • Re-enacts and reinvents stories / poems they have heard in their play. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play.	• Beginning to understand humour, • e.g. nonsense rhymes. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Learn and use a range of Tier 3 vocabulary linked to the class book. • Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject	• Phoneme, grapheme, digraph, trigraph, blend, word, sentence • Frontcover, title, author, illustrator, blurb

N		● Be able to read a number of sight words. ● Read simple phrases & sentences made up of words with known letter- sound correspondences & a few exception words. ● Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading.		knowledge & illustrations to interpret the text. ● ● Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. ● Give an explanation of why events happened in a story. ● Understands a range of complex sentence structures including negatives, plurals and tense markers.. ● Is able to recall & discuss stories or information that has been read to them, or they have read themselves. ● Listens & responds to ideas expressed by others in conversation or discussion. ● Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ● Understands questions such as who; why; when; where and how. ● Links statements & sticks to a main theme or interest.	

KS1 READINESS	Phonological awareness	Range of reading Familiarity with texts	Understanding
	● Recognises some graphemes speedily. ● Reading simple CVC words quickly and confidently, and starting to read more complex words and sentences. ● Developing a knowledge of stories including rhyme and identify the rhyming words within them.	● Developing their skills and abilities in retelling familiar stories. ● Routinely accessing picture books and stories. ● Listening to others expressively tell stories. ● Develop a pleasure and motivation for reading. ● Learning that stories and books can put them in imaginary worlds full of adventure and excitement. ● Take turns and listen to what others say about reading and books.	● Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. ● Recognising that books have information that helps them to learn.

ELG: Writing
Children at the expected level of development will:
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Focus	Composition	Vocabulary, grammar & punctuation	Spelling	Fine Motor and Handwriting	Understand and use vocabulary such as
NURSERY	• Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page • Give meaning to marks as they draw and paint.	• Beginning to use more complex sentences to link thoughts (e.g. using and) • Able to use language in recalling past • experiences • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the • breadth of their experiences • Uses talk in pretending that objects • stand for something else in play, e.g. This box is my castle	• Write some or all of their name • Write 'm' for mummy *Only if developmentally ready.	• Use large muscle movements to wave flags & streamers, paint & make marks • Use one handed tools & equipment, e.g. snips in paper with scissors • Use a comfortable grip with good • control when holding pens & pencils • Show a preference for a dominant hand • Creates lines and circles pivoting • from the shoulder and elbow • Enjoys drawing freely. • Write some letters accurately **Only if developmentally ready	• marks • words • pictures • writing • letters
RECEPTIO	• Gives meaning to the marks they make as they write. • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Re-read what they have written to check it makes sense	• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Be able to understand and use Tier 2 vocabulary. • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention	• Starts to develop phonic knowledge by linking sounds to letters naming and sounding some of the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Spell words by identifying the sounds & then writing the sound with letter/s • Begins to break the flow of speech into words, to hear and say the initial sound in words and may	• Use core muscle strength to achieve a good posture when sitting at a table or sitting on the Floor • Begins to use anticlockwise movement and retrace vertical lines • Uses a pencil and holds it effectively • Form most lower-case & some capital letters correctly. • Can hold paper in position and use their hand for writing, using a correct grip.	• letter • word • sentence • full stop • capital letter • finger space

N		• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Begins to use a capital letter & full stop.	start to segment the sounds in words and blend them together • Hear, say and write initial and end sounds in words. • Begins to spell phonically regular words of more than one syllable. • Spells some irregular high frequency words. • Write short sentences with words with known sound-letter correspondences.		
KS1 READINES	Composition	Vocabulary, grammar & punctuation	Transcription	Handwriting	Understand and use vocabulary such as
	• Have opportunities to write about things in the world around them that they are inspired to write about. • Saying out loud what they are going to write about. • Sequencing sentences to form short narratives	• To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking	• Write independently to communicate their thoughts and ideas about their lived experiences.	• Holds pencils and pens appropriately in an increasingly controlled way. • Begin to form lowercase letters in the correct direction, starting and finishing in the correct place.	See above