

# Early Years

## Communication and Language

The NC AIMS are that all children should:

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

### Speaking

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

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

### Listening and Attention

- listens to others in one-to-one or small groups, when conversation interests them
- listens to familiar stories with increasing attention and recall
- joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- focusing attention - can still listen or do, but can change their own focus of attention
- is able to follow directions if not intently focused.
- show variability in listening behaviour; may move around and fiddle but still

### Understanding

- understands use of objects e.g. *which one do we cut with?*
- shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture.
- responds to instructions with more elements, e.g. *give the big ball to me; collect up all the blocks and put them in the box.*
- beginning to understand *why* and *how* questions.
- understands a range of complex sentence structures including negatives, plurals and tense markers.

### Speaking

- beginning to use more complex sentences to link thoughts (e.g. using *and, because*)
- able to use language in recalling past experiences
- can tell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- uses talk to explain what is happening and anticipate what might happen next
- questions why things happen and gives explanations. asks e.g. *who, what, when, how*
- beginning to use a range of tenses (e.g. *play, playing, will play, played*)
- continues to make some errors in language (e.g. *runned*) and will absorb

<p>be listening or sit still but not absorbed by activity</p> <ul style="list-style-type: none"> <li>• may indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>• able to follow a story without pictures or props</li> <li>• listens and responds to ideas expressed by others in conversation or discussion</li> <li>• understands questions such as <i>who; why; when; where</i> and <i>how</i>.</li> </ul>	<p>and use language they hear around them in their community and culture</p> <ul style="list-style-type: none"> <li>• uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• talks more extensively about things that are of particular importance to them</li> <li>• builds up vocabulary that reflects the breadth of their experiences</li> <li>• uses talk in pretending that objects stand for something else in play, e.g. <i>this box is my castle</i>.</li> <li>• extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• uses language to imagine and recreate roles and experiences in play situations</li> <li>• links statements and sticks to a main theme or intention</li> <li>• uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• introduces a storyline or narrative into their play</li> </ul>
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Personal, Social and Emotional Development

The NC AIMS are that all children should:

Self regulation	Managing self	Building relationships
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<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>	<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 choice</li> </ul>	<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>
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**The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:**

Understanding emotions	Sense of self	Making relationships
<ul style="list-style-type: none"> <li>• express their feelings and consider the feelings of others.</li> <li>• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>• express their feelings if they feel hurt or upset using descriptive vocabulary.</li> <li>• undertake specific activities that encourage them to talk about their feelings and opinions.</li> <li>• attempt to repair a relationship or situation where they have caused upset and understand how their actions impact other people.</li> </ul>	<ul style="list-style-type: none"> <li>• see themselves as a valuable individual</li> <li>• recognise that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> <li>• show confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups</li> <li>• describe their competences, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> </ul>	<ul style="list-style-type: none"> <li>• build constructive and respectful relationships.</li> <li>• represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</li> <li>• develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</li> <li>• increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</li> <li>• increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and</li> </ul>

<ul style="list-style-type: none"> <li>• more able to manage their feelings and tolerate situations in which their wishes cannot be met.</li> <li>• seek support 'emotional refuelling' and practical help in new or challenging situations.</li> <li>• aware of behavioural expectations and sensitive to ideas of justice and fairness.</li> <li>• seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• have a clear idea about what they want to do in their play and how they want to go about it.</li> <li>• confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p>further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> <li>• personal hygiene</li> </ul>	<p>finding a compromise; sometimes by themselves, sometimes with support.</p> <ul style="list-style-type: none"> <li>• return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> <li>• proactive in seeking adult support and able to articulate their wants and needs.</li> </ul>
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**Physical Development**

The NC AIMS are that all children should:

Gross Motor Skills	Fine Motor Skills
<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>	<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, paint brushes and cutlery</li> <li>▪ Begin to show accuracy and care when drawing</li> </ul>

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Moving and handling	Fine Motor Skills
<ul style="list-style-type: none"> <li>• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Demonstrate strength, balance and co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials including scissors, paint brushes and cutlery.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> </ul>

- Know and talk about the difference factors that support overall health and well-being:
- regular physical activity
- healthy eating
- tooth-brushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters independently
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Begin to show accuracy and care when drawing

### Literacy

The NC AIMS are that all children should:

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>

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

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> </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</li> </ul>	<ul style="list-style-type: none"> <li>• give meaning to marks they make as they draw, write and paint.</li> <li>• begin to break the flow of speech into words.</li> <li>• use some clearly identifiable letters to communicate</li> </ul>

- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
- express themselves effectively, showing awareness of listeners' needs.
- express their ideas and feelings about their experiences using full sentences. use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- develop their own narratives and explanations by connecting ideas or events.

- knowledge, including some common exception words;
- continue a rhyming string
  - hear and say the initial sound in words
  - segment the sounds in simple words, blend them together and know which letters represent some of them
  - links sounds to letters, naming and sounding the letters of the alphabet
  - uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
  - enjoy an increasing range of books
  - know that information can be retrieved from books and computers.
  - read some common irregular words.
  - demonstrate understanding when talking with others about what they have read.
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- listens to and joins in with stories and poems, when reading one-to-one and in small groups
  - joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
  - begin to be aware of the way stories are structured, and to tell own stories
  - talks about events and principal characters in stories and suggests how the story might end

- meaning, representing some sounds correctly and in sequence.
- 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 or sentences that can be read by others in meaningful contexts
  - write some irregular common words. some words are spelt correctly and others are phonetically plausible.
  - write own name and other things such as labels, captions.

- shows interest in illustrations and words in print and digital books and words in the environment
- recognises familiar words and signs such as own name, advertising logos and screen icons
- looks at and enjoys print and digital books independently
- knows that print carries meaning and, in English, is read from left to right and top to bottom
- knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
- handles books and touch screen technology carefully and the correct way up with growing confidence
- begin to develop phonological and phonemic awareness
- shows awareness of rhyme and alliteration
- recognises rhythm in spoken words, songs, poems and rhymes
- claps or taps the syllables in words during sound play
- hears and says the initial sound in words.
  
- enjoys an increasing range of print and digital books, both fiction and non-fiction.

- uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
- describes main story settings, events and principal characters in increasing detail.
- re-enacts and reinvents stories they have heard in their play.
- knows that information can be retrieved from books, computers and mobile digital devices.
- able to recall and discuss stories or information that has been read to them, or they have read themselves.
- begins to recognise some written names of peers, siblings or 'mummy'/'daddy' for example.
- engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.
- includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.

## Mathematics

The NC AIMS are that all children should:



Number	Numerical Patterns
<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>	<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>

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Number	Numerical patterns
<p><u>comparison</u></p> <ul style="list-style-type: none"> <li>• compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. "you've got two, i've got two. same!"</li> </ul> <p><u>counting</u></p> <ul style="list-style-type: none"> <li>• may enjoy counting verbally as far as they can go</li> <li>• points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>• uses same number names and number language within play, and may show fascination with large numbers</li> <li>• begin to recognise numerals 0-10</li> </ul> <p><u>cardinality</u></p> <ul style="list-style-type: none"> <li>• subitises one, two and three objects (without counting)</li> <li>• counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>• link numerals with amounts up to 5 and maybe beyond</li> <li>• explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul> <p><u>composition</u></p> <ul style="list-style-type: none"> <li>• through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> </ul>	<ul style="list-style-type: none"> <li>• creates their own spatial patterns showing some organisation or regularity</li> <li>• explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (ab) or stick, leaf, stone (abc)</li> <li>• joins in with simple patterns in sounds, objects, games, stories, dance and movement, predicting what comes next</li> </ul>

- beginning to use understanding of number to solve practical problems in play and meaningful activities
- beginning to recognise that each counting number is one more than the one before
- separates a group of three or four objects in different ways, beginning to recognise that the total is still the same

spatial awareness

- responds to and uses language of position and direction
- predicts, moves and rotates objects to fit the space or create the shape they would like

shape

- chooses items based on their shape which are appropriate for the child's purpose
- responds to both information language and common shape names
- shows awareness of shape similarities and differences
- enjoys partitioning and combining shapes to make new shapes
- attempts to create arches and enclosures when building, using trial and improvement to select blocks.

**Understanding the World**

The NC AIMS are that all children should:

**Past and Present**

- Talk about the lives of 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

**People, Culture and Communities**

- 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

**The Natural world**

- 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;

<ul style="list-style-type: none"> <li>▪ Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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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The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

Past and Present	People and communities	The World
<ul style="list-style-type: none"> <li>• learn to talk about members of their immediate family and community</li> <li>• using topics such as 'growing up' or 'when i was young' to talk about their own family, share photographs and talk about what they see in pictures</li> <li>• share stories about different types of family</li> <li>• handle familiar objects such as phones, car keys etc. and make simple deductions about which member of the family might own them.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about members of their immediate family and community</li> <li>• name and describe people who are familiar to them.</li> <li>• comment on images of familiar situations in the past</li> <li>• compare and contrast characters from stories, including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>• looks closely at similarities, differences, patterns and change in nature</li> <li>• knows about similarities and differences in relation to places, objects, materials and living things</li> <li>• talks about the features of their own immediate environment and how environments might vary from one another</li> <li>• makes observations of animals and plants and explain why some things occur, and talks about changes</li> <li>• draws information from a simple map</li> <li>• understands that some places are special to members of their community</li> <li>• recognises some similarities and differences between life in this country and life in other countries.</li> <li>• describes what they see, hear and feel whilst outside.</li> <li>• recognises some environments that are different to the one in which they live.</li> </ul>

- understands the effect of changing seasons on the natural world around them.

## Expressive Arts and Design

The NC AIMS are that all children should:

### Creating with Materials

- 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

### Being Imaginative and Expressive

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

The EASTCOURT ATTAINMENT TARGETS can be tabulated as follows:

### Creating with Materials

- to continue to explore colour and how colours can be changed
- to develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience
- to use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- to use tools for a purpose
- to explore, use and refine a variety of artistic effects to express their ideas and feelings
- to return to and build on their previous learning, refining ideas and developing their ability to represent them.
- to create collaboratively, sharing ideas, resources and skills.
- to use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking

### Being Imaginative and Expressive

- creates representations of both imaginary and real-life ideas, events, people and objects
- initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
- chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- uses combinations of art forms e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- responds imaginatively to art works and objects, e.g. *this music sounds like dinosaurs, that sculpture is squishy like this (child physically demonstrates), that peg looks like a mouth*
- introduce a storyline or narrative into their play
- plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

- to develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding

- to explore how sounds and movements can be changed
- to continue to explore moving in a range of ways, e.g. mirroring, creating own movement patterns
- to enjoy joining in with moving, dancing and ring games
- to watch and talk about dance and performance art, expressing their feelings and responses
- to develop storylines in their pretend play
- explore and engage in music making and dance, performing as a solo or in groups
- to express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts