

Christ Church CofE Primary School & Nursery

**Birth - 1,
1-2 Years & 2-3 Years
Early Years Curriculum**

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The framework sets out the three prime areas of learning that underpin everything in the early years:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas help children to strengthen and apply the prime areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That's because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators. Development Matters and Birth to 5 Matters set out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly.

The main purpose of these pathways is therefore to help you assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.

The Characteristics of Effective Learning

Playing and Exploring - children investigate and experience things, and 'have a go'

- Realise that their actions have an effect on the world, so they want to keep repeating them
- Reach for and accept objects. Make choices and explore different resources and materials
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices. Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Participate in routines.
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult

Creating and Thinking Critically - children have & develop their own ideas, make links between ideas, & develop strategies for doing things

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

Communication and Language

❏ Listening, Attention & Understanding Birth - 1

Birth - 1 (Emerging/Developing/Secure)

- Turns towards a familiar sound then locates range of sounds with accuracy
- Listens to, distinguishes and responds to intonations and sounds of voices
- Reacts in interactions with others by smiling, looking and moving
- Quietens or alters to the sound of speech
- Looks intently at a person talking, but stops responding if speaker turns away
- Listens to familiar sounds, words, or finger plays
- Fleeting attention - not under child's control, new stimuli takes whole attention
- Turns when hears own name
- Starts to understand contextual clues, e.g. familiar gestures, words and sounds

Communication and Language

❏ Listening, Attention & Understanding 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Begins to link language (words) to objects
- Shows an interest in objects
- Responds to different noises they hear
- Responds to others by looking, pointing and touching

Typical development in Spring (1-2 Developing)

- Learns new words linked to familiar experiences
- Explores what objects can do
- Shows an interest in listening to different noises, making simple movements (e.g. swaying or bouncing)
- Shows an interest in others by watching, gesturing, laughing or making facial expressions

Typical development in Summer (1-2 Secure)

- Understands simple words in context is developing, e.g milk, cup, daddy
- Concentrates intently on an object or activity of own choosing for short periods
- Moves whole body to sounds they enjoy, such as music or a regular beat
- Pays attention to dominant stimulus -easily distracted by noises or other people talking
- Enjoys laughing and being playful with others
- Is developing the ability to follow others' body language, including pointing and gesture
- Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?)

Communication and Language

❏ Listening, Attention & Understanding 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Understanding of short phrases is developing
- Understands a wider range of single words
- Returns to familiar activities and can focus for a short period of time
- Listens to rhymes with some interest
- Is becoming familiar with key daily routines and begins to associate meaning through linking objects, places, rituals (e.g. teddy at bedtime)
- Knows more objects by name requests

Typical development in Spring (2-3 Developing)

- Begins to understand simple sentences when linked to a familiar context
- Pays attention to a wider range of activities, begins to show a preference
- Enjoys listening to rhythmic patterns and rhymes, may demonstrate a preference through excitement or smiling
- Joins in with familiar routines with increased independence
- Is beginning to join in with new routines outside of the family home or a familiar context
- Knows the names of a wide variety of everyday objects

Typical development in Summer (2-3 Secure)

- Understands simple sentences (e.g. Throw the ball)
- Pays attention to own choice of activity, may move quickly from activity to activity
- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
- Understands different situations- able to follow routine events and activities using nonverbal cues
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group

Communication and Language

❏ Speaking Birth - 1

Birth - 1 (Emerging/Developing/Secure)

- Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing
- Makes own sound in response when talked to by familiar adults
- Lifts arms in anticipation of being picked up
- Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like *baba, nono, gogo*
- Points and looks to make requests and to share an interest

Communication and Language

❏ Speaking 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Enjoys babbling
- Enjoys making noises that have been repeatedly modelled to them
- Uses gestures or signs
- Uses eye gaze

Typical development in Spring (1-2 Developing)

- Makes noises and sounds in an attempt to say single words
- Can say some single words more clearly
- May say words incorrectly but clearly communicates meaning
- Frequently imitates words and sounds
- Begins to use words to communicate

Typical development in Summer (1-2 Secure)

- Uses sounds in play e.g. brrrrm for toy car
- Uses single words
- Increasingly experiments with using sounds
- Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)
- Uses pointing with eye gaze, and then fingers or hands, to make requests and to share interest
- Creates personal words as they begin to develop language

Communication and Language

❏ Speaking 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Uses sounds and words in their play, often naming objects (e.g. brrrrm car)
- Beginning to put two words together (e.g. Want ball, More juice)
- Is able to make requests verbally, still often using nonverbal cues
- Makes comments about things that are present

Typical development in Spring (2-3 Developing)

- Continues to learn new words linked to experiences
- Uses two word phrases more confidently
- Responds to simple questions
- Talks about things that are present
- Uses gestures, sometimes with limited talk, e.g. reaches towards a toy, saying 'Want it'

Typical development in Summer (2-3 Secure)

- Copies familiar expressions, e.g. Oh dear, All gone.
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
- Begins to use short phrases - may make a range of errors when speaking
- Beginning to ask simple questions
- Beginning to talk about people and things that are not present
- Communicates with a close caregiver or a familiar other

Personal, Social and Emotional Development

❏ Managing Self Birth - 1

Birth - 1 (Emerging/Developing/Secure)

- Learns about their physical self through exploratory play with their hands and feet and movement
- Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults e.g. laughing and gurgling during physical interactions
- Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours
- Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes and mouths in play and care events
- Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company
- Makes needs known through crying and body movements
- Expresses discomfort, hunger or thirst, distress and need for holding or movement
- Alert for periods of increased length, interspersed with naps
- Anticipates food routines with interest
- Communicates discomfort or distress with wet or soiled nappy

Personal, Social and Emotional Development

❏ Managing Self 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Expresses themselves, wants and needs through physically movements or vocalisations
- Seeks out adult support to explore new situations, looking for reassurance or guidance
- Corporate in feeding, is beginning to feed self with some accuracy using fingers
- Needs support in communicating bowel and bladder movements, little awareness- uses nappies
- Responds to their own name
- Is more willing to allow caregiver to brush teeth

Typical development in Spring (1-2 Developing)

- Begins to use particular movements or physical expressions to communicate needs more effectively
- Becoming more confident at exploring new and familiar activities with caregiver close by
- Is becoming more confident at feeds self with finger foods, beings to explore utensils
- Will allow adult to dress/undress with some cooperation
- Begins to have awareness of the need to communicate bowel and bladder movements
- Responds to their own name and enjoys finding own eyes or tummy as part of interactive games
- Explores different sounds their voice can make
- Explores movements, sounds and actions e.g clapping hands, banging hands on a table.

Typical development in Summer (1-2 Secure)

- Expresses feelings and communicates through gesture, facial expression, movement, body language and vocalisations (such as joy, distress, frustration and fear)
- Shows rapid change in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium
- Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support
- Willing to allow baby toothbrush to be used on teeth
- Can actively cooperate with nappy changing, dressing/undressing
- Starts to communicate regarding urination and bowel movements
- Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them
- Shows separation anxiety as they become more aware of themselves as separate individuals
- Shows an emerging autonomy through asserting choices and preferences such as different tastes and reject things they do not want, for example pushing them away
- Understands that their own voice and actions causes an effect on others
- Shows growing self-confidence through playing freely and with involvement

Personal, Social and Emotional Development

❏ Managing Self 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Is motivated by activities and shows active involvement for short bursts
- Needs time to rest and sleep throughout the day
- Uses physical movements to express feelings e.g may throw something when frustrated
- Will allow an adult to brush their teeth
- May refuse food and drink based on dislikes
- Begins to be aware of bowel and bladder movements and is becoming willing to use a potty or toilet
- Is interested in feeding self and is showing more control over utensils.
- With support, can hold a cup using two hands and drink without spilling
- Can wash hands with support
- Beginning to help with dressing. E.g. moving body parts to enter clothing, pulling up trousers

Typical development in Spring (2-3 Developing)

- Shows increased levels of high activity, with the need to rest or sleep to recharge
- Shows an interest in attempting to brush own teeth, needing adult support for controlling toothbrush
- Develops own likes and dislikes in food and drink and can communicate these through simple words or gestures.
- Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges
- Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling
- Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning

Typical development in Summer (2-3 Secure)

- Highly active in short bursts, with frequent and sudden need for rest or withdrawal
- Uses physical expression of feelings to release stress
- Helps adult with brushing teeth
- Develops own likes and dislikes in food and drink, willing to try new food textures and tastes
- Shows interest in indoor and outdoor clothing and shoes/wellingtons
- Is aware of bowel and bladder urges and can use a potty or toilet with increased independence
- Has a good go at dressing themselves using simple clothing, support is given when needed. E.g. can put legs in trousers and pull them up
- Feeds self with increased independence and accuracy
- Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as nose, hair and eyes
- Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs
- Showing a growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine.
- Beginning to use me, you and I in their talk to show awareness of their social identity of gender, ethnicity and ability

Personal, Social and Emotional Development

❏ Self Regulation Birth - 1

Birth - 1 (Emerging/Developing/Secure)

- Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions and moving their bodies
- Expresses feeling strongly through crying in order to make sure that their needs will be met
- May whimper, scream and cry if hurt or if their needs are not responded to
- Seeks physical and emotional comfort by snuggling in to trusted adults
- Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking
- Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face

Personal, Social and Emotional Development

❏ Self Regulation 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Shows feelings that express happiness and sadness through crying, smiling and laughter
- Uses emotional reactions to gain attention of caregiver to make needs and wants known
- May have many emotional reactions or collapses throughout the day and will use these emotional outburst to communicate wants and needs
- Finds comfort in objects e.g. teddy or blanket
- Explores boundaries and their understanding of routines and boundaries grow, may choose not to comply on all occasions.
- Shows some awareness of the need to change their behaviour depending on the situation, may struggle to adapt behaviour for longer periods of time.
- Begins to listen to close caregiver or familiar adult when boundaries are set

Typical development in Spring (1-2 Developing)

- Begins to show a wider range of feelings through physical expressions, such as crying and voice sounds
- Expresses emotions linked to a wider range of experiences
- Looks to adult for emotional support and reassurance, often wanting to be guided in new experiences
- May have a comfort object that they find soothing or like to keep closeby
- Is able to separate from close carer for short periods of time when distracted
- Is aware of some simple boundaries linked to familiar routines and can follow these with support
- Is beginning to adapt their behaviour to certain routines or boundaries
- Is aware of familiar behaviour expectations in relation to daily routines

Typical development in Summer (1-2 Secure)

- Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs
- Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop
- Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious
- Uses a comfort object, familiar other, routines or spaces to soothe themselves, particularly when separated from their close carer
- Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routines
- Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy

Personal, Social and Emotional Development

❏ Self Regulation 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Asserts their own agenda strongly and may often say no or refuse to take part in routines or activities
- Needs time to calm and rest after emotional outbursts
- Strongly demonstrates a range of intense emotions through crying, shouting, screaming, throwing themselves on the floor. Using little to no language during intense emotional collapse.
- Needs the support of an adult to support emotional regulation after feeling intense emotions.
- Begins to express a wider range of feelings, such as joy or feeling scared
- Is beginning to be aware that their actions can cause an emotional reaction in others

Typical development in Spring (2-3 Developing)

- Shows an interest in others when they are having an emotional reaction, may offer a comment or show some concern
- Mimics other people's emotional reactions, such as laughter or crying
- Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking
- Begins to seek out experiences that cause the feeling of enjoyment
- Can become easily frustrated, resulting in emotional collapse

Typical development in Summer (2-3 Secure)

- Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words
- Is beginning to be aware of their own emotional reactions and is showing signs of increased control in certain situations
- Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement
- Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries

Personal, Social and Emotional Development

❏ Building Relationships Birth - 1

Birth - 1 (Emerging/Developing/Secure)

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

Personal, Social and Emotional Development

❏ Building Relationships 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Draws others into social interactions through calling, crying, babbling, smiling, laughing and moving their bodies and limbs
- Begins to cooperate with caregiving experiences and shows enjoyment in shared interactions
- Has a strong bond with key people in their lives

Typical development in Spring (1-2 Developing)

- Shows an interest in others by watching them and beginning to interact with them through body language and vocal sounds
- Watches others body language and begins to imitate
- Will show excitement in the presence of people who are special to them
- Displays attachment behaviours such as wanting to stay near to their close career, checking where they are and protesting when separated

Typical development in Summer (1-2 Secure)

- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something
- Engages another person to help achieve a goal, e.g to get an object out of reach
- Cooperates with caregiving experiences, such as dressing
- Builds relationships with special people
- Is wary of unfamiliar people
- Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations
- Closely watches others' body language to begin to understand their intentions and meaning
- Is fascinated by other children, watching them and iterating with them through offering toys, food etc, and by reaching for objects that another has

Personal, Social and Emotional Development

❏ Building Relationships 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Is able to explore an environment with parent/carer and is beginning to form an attachment to new key people.
- Seeks reassurance from parents/carers or key people and will frequently look for them or return to them as a secure base.
- Enjoys playing alone or alongside a key person
- Shows an interest in playing in new spaces that are shared by other children

Typical development in Spring (2-3 Developing)

- Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations
- Enjoys playing alone, is willing to play alongside others for short periods of time
- Watches others and attempts to join in by offering or taking toys
- Asserts own ideas strongly and needs support in sharing toys or a space with children

Typical development in Summer (2-3 Secure)

- Explores the environment, interacts with others and plays confidently with a reduced need to have parent/carer or key person close by
- Shows empathy by offering comfort that they themselves would find soothing, e.g. offering a teddy
- Enjoys playing alone or alongside others and is also interested in being together and playing with other children
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
- Asserts their own ideas and preferences and takes notice of other people's responses
- Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration

Physical Development

❏ Gross Motor Birth - 1

Birth - 1 (Emerging/Developing/Secure)

- Gradually develops ability to hold up own head
- Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together
- Follows and tracks a sound or moving object, moving head and eyes
- When lying back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising
- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp
- Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back
- Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer
- When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms
- Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards
- Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations

Physical Development

❏ Gross Motor 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Belly crawling moves into crawling up on hands and knees
- Begins to explore objects by shaking, waving and banging them
- Can sit upright when supported
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Typical development in Spring (1-2 Developing)

- Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects
- Picks up objects in palmer grip and shakes, waves, bangs, pulls, tugs them between two hands whilst looking at them
- Pulls to standing from crawling, holding on to furniture or person for support
- Walks around furniture lifting one foot and stepping sideways (cruising)
- Explores objects by picking up and releasing, begins to explore moving objects using the force of body

Typical development in Summer (1-2 Secure)

- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands
- Starts walking independently on firm surfaces and later on uneven surfaces
- Starts to throw and release objects overarm
- Pushes, pulls, lifts and carries objects, moving them around and placing with intent
- Climbs inside, underneath, into corners and between objects

Physical Development

❏ Gross Motor 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Walks independently for short distances but may need time to rest by sitting down or leaning against objects
- Can crawl up stairs and begins to slide down stairs backwards
- Begins to stand up from sitting or squatting, using objects to help pull themselves up or by placing hands on the ground
- Moves to music by moving whole body, kicking legs or bottom bouncing when sitting on the ground

Typical development in Spring (2-3 Developing)

- Walks independently for longer distances and is beginning to run for short distances
- Begins to walk up stairs with the support of an adult
- Changes position from standing to squatting by placing both hands on the floor to help them push up
- Uses gesture and body language to convey needs and interests and to support emerging verbal language use
- Interacts with moving objects (e.g balls) by exploring how they move - dropping, pushing, kicking

Typical development in Summer (2-3 Secure)

- Develops security in walking upright using feet alternately and can also run short distances
- Walks upstairs facing forward holding rail or hand of adult, with both feet onto a single step at a time
- Changes position from standing to squatting and sitting with little effort
- Shows interest, dances and sings to music rhymes and songs, imitating movements of others
- Can walk a considerable distance with purpose, stopping, starting and changing direction
- Chases after objects that roll or can be pulled by another
- Begins to move objects with intent and force e.g. throwing objects in a certain direction

Physical Development

❏ Fine Motor 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Points with first finger, sharing attention with adult
- Able to release an object voluntarily
- Gives toy to a caregiver when asked
- Bangs two toys together
- Turns pages of a book, a few at a time
- Begins to put objects into a container
- Stacks 2 blocks
- Explores whole hand painting using whole arm movements

Typical development in Spring (1-2 Developing)

- Claps hands together
- Puts objects and toys into containers
- Waves goodbye
- Uses both hands to play
- Can isolate index finger with other fingers closed
- Beginning to use a spoon and cup
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, pasta or paint - often with whole hand movements

Typical development in Summer (1-2 Secure)

- Enjoys finger and toe rhyme games
- Begins to make 'scribble' like marks with crayons
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge
- Can build a block tower using 3-4 blocks
- Puts rings on a ring stacker
- Holds mark making tools with whole hand grasps, often switching between hands
- Enjoys manipulating messy sensory items
- Turns knobs

Physical Development

❏ Fine Motor 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Participates in finger and action rhymes, songs and games, imitating the moments and anticipating actions
- When holding crayons, chalks etc, make connections between their movements and the marks they make
- Can post large items into a large hole
- Enjoys exploring how to manipulate dough
- Paints with whole arm movement, shifts hands, makes strokes- holding paint brush with a whole fist grip

Typical development in Spring (2-3 Developing)

- Hands start to operate independently during a task that uses both, with each hand doing something different t the same time e.g. holding a block in one hand and steadying the other block with other hand
- Looks closely at small items and creatures, and can also see items at substantial distances, comfortably changing focus from one to the other
- Can post smaller items into varying sized holes
- Developing the ability to squeeze and object with single or both bands, showing an increased strength in grip
- Begins to paint, no longer holding brush with whole hand

Typical development in Summer (2-3 Secure)

- Strings four large beads
- Begins to make snips with scissors- sometimes holding both arms with two hands to make scissors move or uses squeeze scissors with some success
- Holds a range of mark making tools with whole fist, often switching between hands or grips
- Uses one hand consistently in most activities
- Imitates circular, vertical and horizontal strokes when painting
- Begins to paint with wrist action, making dots, lines, circular strokes
- Rolls, pounds, squeezes and pulls playdough

Literacy

❏ Word Reading Birth- 1

Birth - 1 (Emerging/Developing/Secure)

- As part of sensory exploration, may touch and handle books and digital reading devices
- Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to

Literacy



Word Reading 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Enjoys listening to stories and shows an interest in handling books when being read to
- Looks at pictures and begins to name familiar items e.g dog, cup, baby
- Begins to turn the pages of a board book, sometimes several at once
- Looks at pictures

Typical development in Spring (1-2 Developing)

- Handles books, printed and digital reading materials with interest
- Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences
- Listens to books read aloud.
- Points to pictures in a book when item is named
- Looks at pictures and begins to name familiar items e.g dog, cup, baby

Typical development in Summer (1-2 Secure)

- Begins to participate more actively in stories read aloud by pointing to pictures, saying words or responding to simple questions e.g. point to the dog when asked 'Where is the dog?'
- Enjoys stories with lots of repetition and rhymes
- Begins to answer questions about what they see in books
- Recognises the covers of favourite books
- Will request an adult reads to them by giving them a book
- Can turn the pages of a board book with minimal support

Literacy



Word Reading 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Begins to recite some the words in favourite books
- Starts pretending to read by turning pages and saying words
- Begins to recognise familiar characters
- Turn pages of a board book with confidence and control

Typical development in Spring (2-3 Developing)

- Knows the correct way to hold and handle a book, beginning to develop the skill of turning pages in a paper backed book
- Makes comments about illustrations when reading e.g. oh no, the ball gone, red bus
- Finish sentences in books they know well

Typical development in Summer (2-3 Secure)

- Begins to join in with action and sounds in familiar songs and book sharing experiences
- Begins to recognise some familiar logos
- May start to show an awareness of their written name
- Knows names of books and identify them by the picture on the cover
- Enjoys information books with photos of objects in their world
- Have a favourite book and request it to be read often

Literacy

❏ **Comprehension Birth- 1**

Birth - 1 (Emerging/Developing/Secure)

- Notices and engages with sounds and images in the environment
- Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to

Literacy

● Comprehension 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Babbling reflect the sounds and intonation patterns of their first language
- Can point to some body parts and to pictures of things when adult names them
- Begins to use single words
- Waves and taps arms, bouncing or stamps to simple rhythms
-

Typical development in Spring (1-2 Developing)

- Enjoys listening to rhyming words, rhymes and songs
- Begins to use simple language to talk about pictures in books, may say single words e.g. 'bus'
- Comprehends a wider range of words than is able to articulate

Typical development in Summer (1-2 Secure)

- Responds to sounds in the environment such as cars, sirens and birds
- Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments
- Comprehends wide range of words and is developing their own use of language
- Likes rhyming games

Literacy

- **Comprehension 2-3 Years**

Typical development in Autumn (2-3 Emerging)

- Talks about sounds they can hear in their environment, often wanting to draw other peoples attention to what they have heard
- Enjoys singing and starts to join in
- Asks some simple questions e.g What that?

Typical development in Spring (2-3 Developing)

- Shows an interest in illustrations and enjoys spending time looking at them, often pointing out things they can see.
- Makes a link between illustrations and what is being read to them. E.g pointing to an object when the word has been read
- Searches for items in illustrations or pictures

Typical development in Summer (2-3 Secure)

- Begins to retell familiar stories in their play using gestures and may use some talk
- Recognises familiar characters and names them
- Answers questions about and identifies objects in books e.g “Where’s the cow?” or “What does the cow say?”
- Is interested in and anticipates books and rhymes and may have favourites

Literacy

- **Writing Birth - 1**

Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully. What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experiences for babies and toddlers, which enables them to see the connections between their actions and the resulting marks, recognising their own agency.

Birth - 1 (Emerging/Developing/Secure)

- Enjoys engaging with sensory experiences
- Developing hand eye coordination through mouthing objects and bring hands and feet together

Literacy

- **Writing 1-2 Years**

Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully. What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experiences for babies and toddlers, which enables them to see the connections between their actions and the resulting marks, recognising their own agency.

Typical development in Autumn (1-2 Emerging)

- Enjoys handling a wide range of materials and tools
- Taps, claps and bangs hands in response to engaging with sensory materials

Typical development in Spring (1-2 Developing)

- Uses fingers to trace over objects and lines
- Uses whole hand to explore sensory materials

Typical development in Summer (1-2 Secure)

- Can use index finger to make marks in sensory materials
- Shows enjoyment in making marks in sensory materials

Literacy

- **Writing 2-3 Years**

As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.

Typical development in Autumn (2-3 Emerging)

- Learns to grasp and hold crayons, chalk and pencils
- Uses movement to create marks, these marks often reflect a sensory output
- Creates large circle movements or back and forth movements to explore what mark making tools do
- Enjoys the sensory experience of making marks e.g. making marks in paint

Typical development in Spring (2-3 Developing)

- Begins to understand the cause and effect of their actions in mark making
- Seeks out the sensory experiences of mark making and will purposeful engage with mark making for a short period of time
- May begin to talk about the marks they have made
- Begins to show more control over the marks they are making, creating smaller circles or lines

Typical development in Summer (2-3 Secure)

- Knows that the marks they make are of value
- Mark makes with more purpose and may give verbal language cues to express meaning
- Creates a series of marks to represent their ideas
- Shows a preference for mark making tools
- Explores the different marks they can make e.g dots

Mathematics

- **Number Birth - 1**

From a young age, babies begin to develop an early sense of numeracy, and notice when there is one item or several items in a basket or bowl. They're also developing a sense of space, shape, and measure as they start to explore the world around them.

Birth - 1 (Emerging/Developing/Secure)

- Reacts to changes in amounts when those amounts are significant (more than double)

Mathematics

- **Number 1-2 Years**

Typical development in Autumn (1-2 Emerging)

- Shows enjoyment in listening to number songs and rhymes
- Begins to join in with shared counting experiences e.g clapping in number rhymes

Typical development in Spring (1-2 Developing)

- Look for things which have moved out of sight
- Is developing an awareness of 'more' or 'less' through daily routines e.g. eating

Typical development in Summer (1-2 Secure)

- May be aware of number names through their enjoyment of action rhymes and songs that relate to number
- Is able to request 'more' of something
- Reacts to changes of amounts in a group of up to three items.

Mathematics

● Number 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Begins to develop counting-like behaviour by making sounds, pointing or saying some numbers in sequence.
- Begins to say some number names
- Take part in finger rhymes with numbers

Typical development in Spring (2-3 Developing)

- Can say some number names with accurate meaning
- Plays with number names in everyday language and interactions, may not always be accurate
- Developing their counting-like behaviour, can count out 1-2 objects accurately

Typical development in Summer (2-3 Secure)

- Understands that numbers mean “how many”.
- May use fingers to show how many years old they are or how many ‘apples’ they have.
- Beginning to recite numbers, but may skip some of them
- Begins to count in everyday contexts
- Says some counting words
- Uses number words, like one or two and sometimes responds accurately when asked to give one or two things

Mathematics

- **Numerical Patterns Birth - 1**

From a young age, babies begin to develop an early sense of numeracy, and notice when there is one item or several items in a basket or bowl. They're also developing a sense of space, shape, and measure as they start to explore the world around them.

Birth - 1 (Emerging/Developing/Secure)

- Shows interest in patterned songs and rhymes, perhaps with repeated actions
- Experiences patterned objects and images
- Begins to predict what happens next in predictable situations

Mathematics

- **Numerical Patterns 1-2 Years**

Typical development in Autumn (1-2 Emerging)

- Shows an enjoyment of imitating actions e.g clapping
- Enjoys exploring objects by touching and mouthing

Typical development in Spring (1-2 Developing)

- Initiates and continues actions e.g clapping
- Enjoys exploring objects, showing interest in details, textures, patterns etc
- Enjoys posting objects, can fit shapes into the correct hole

Typical development in Summer (1-2 Secure)

- Joins in with repeated actions in songs and stories
- Begins to sort objects
- Can match objects
- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Mathematics

- **Numerical Patterns 2-3 Years**

Typical development in Autumn (2-3 Emerging)

- Shows an interest in insert puzzles
- Becoming familiar with patterns in daily routines

Typical development in Spring (2-3 Developing)

- Completes insert puzzles
- Beginning to arrange items in their own patterns e.g lining up toys
- Responds to words like lots or more

Typical development in Summer (2-3 Secure)

- Starts to see patterns in everyday objects, such as in floor tiles
- Joins in with and predicts what comes next in a story or rhyme
- Notices patterns and arranges things in patterns

Mathematics

- **Shape, Space and Measure Birth - 1**

Statutory Educational Programme

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(Birth- 1 Emerging/Developing/Secure)

- Explores space when they are free to move, roll and stretch
- Developing an awareness of their own bodies, that their bodies has different parts and where these are in relation to each other
- Explores differently sized shaped objects
- Beginning to put objects of similar shapes inside others and take them out again
- Responds to size, reacting to very big or very small items that they see or try to pick up

Mathematics

- **Shape, Space and Measure 1-2 Years**

Statutory Educational Programme

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(1-2 Emerging/Developing/Secure)

- Explores space around them and images with position and direction, such as pointing to where they would like to go
- Stacks objects using flat surfaces
- Responds to changes of shape
- Attempts, sometimes successfully, to match shape with spaces on inset puzzles
- Shows an interest in objects of contrasting sizes in meaningful contexts
- Gets to know and enjoy daily routines
- Shows an interest in emptying containers

Mathematics

● Shape, Space and Measure 2-3 Years

Statutory Educational Programme

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(2-3 Emerging/Developing/Secure)

- Enjoys filling and emptying containers
- Investigates fitting themselves inside and moving through spaces
- Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles
- Beginning to select a shape for a specific space
- Enjoys using blocks to create their own simple structures and arrangements
- Shows an interest in size and weight
- Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram
- Beginning to understand that things might happen now or at another time, in routines

Understanding the World

- **Past and Present Birth - 1**

(Birth - 1 Emerging/Developing/Secure)

- Seeks comfort in key caregiver
- Experiences a range of activities, places and people through daily interactions

Understanding the World

- **Past and Present 1-2 Years**

Typical development in Autumn (1-2 Emerging)

- Recognises key people in their own lives e.g mummy, daddy

Typical development in Spring (1-2 Developing)

- Recognises a wider range of people who are important to them and enjoys spending time with them
- Enjoys looking in mirrors and has a growing sense of self

Typical development in Summer (1-2 Secure)

- Develops a sense of belonging

Understanding the World

- **Past and Present 2-3 Years**

Typical development in Autumn (2-3 Emerging)

- Developing a sense of the wider world through experiences e.g visiting the farm, celebrating birthdays
- Developing a recognition of themselves and others in photographs

Typical development in Spring (2-3 Developing)

- Starting to talk about family members and things they enjoy doing with them
- Is interested in photographs about themselves and other familiar people and objects

Typical development in Summer (2-3 Secure)

- Is developing curiosity about people and occupations shows an interest in stories about these things
- Begins to talk about things they enjoy doing or have done
- Begins to show an interest in different occupations
- Recognises places they have visited or things they have done in photographs or videos

Understanding the World

- **People, Culture and Communities Birth - 1**

Birth - 1 (Emerging/Developing/Secure)

- Beginning to realise the influence they have on people, e.g. as they laugh and smile so do other people they are with
- Beginning to develop a sense of belonging to their family and their key carer
- Beginning to recognise key people in their lives

Understanding the World

● **People, Culture and Communities 1-2 Years**

Typical development in Autumn (1-2 Emerging)

- Influence people with more purpose e.g as they laugh and smile so do the people they are with. May seek to gain something from the interactions
- Recognises key people in their own lives e.g. mummy, daddy

Typical development in Spring (1-2 Developing)

- Recognises a wider range of people who are important to them and enjoys spending time with them
- Makes connections with objects that belong to them or their family and seeks enjoyment from them

Typical development in Summer (1-2 Secure)

- Develops a sense of belonging to their family and their key carer
- Begins to name close family members e.g mummy, daddy

Understanding the World

- **People, Culture and Communities 2-3 Years**

Typical development in Autumn (2-3 Emerging)

- Developing a recognition of themselves and others in photographs
- Can name family members and seeks enjoyment from being around them

Typical development in Spring (2-3 Developing)

- Starting to talk about family members
- Is interested in photographs about themselves and other familiar people and objects

Typical development in Summer (2-3 Secure)

- Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them
- Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.
- Make connections between the features of their family and other families
- Notice differences between people

Understanding the World

- **The Natural World Birth - 1**

Birth - 1 (Emerging/Developing/Secure)

- Moves eyes, then head, to follow moving objects
- Reacts with abrupt change when a face or objects suddenly disappears from view
- Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events
- Smiles with pleasure at recognisable playthings
- Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle

Understanding the World

● The Natural World 1-2 Years

Typical development in Autumn (1-2 Emerging)

- Repeat actions that have an effect
- Watches toys being hidden and tries to find it
- Looks for dropped objects

Typical development in Spring (1-2 Developing)

- Explore materials with different properties
- Explore natural materials
- Watches animals, people and vehicles
- Becomes absorbed in combining objects e.g. banging two objects together or placing objects into containers

Typical development in Summer (1-2 Secure)

- Explores natural materials, indoors and outside, showing enjoyment and excitement
- Closely observes what animals, people and vehicles do
- Watches nature with interests e.g. intently where a spider has scuttled away under leaves
- Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing

Understanding the World

● The Natural World 2-3 Years

Typical development in Autumn (2-3 Emerging)

- Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life
- Begins to name familiar objects and animals

Typical development in Spring (2-3 Developing)

- Remembers where objects belong
- Begins to talk about what they can see, hear and smell in the present moment
- Begins to name a wider amount of objects and animals

Typical development in Summer (2-3 Secure)

- Explore and respond to different natural phenomena in their setting and on trips
- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, poking, mouthing, pulling and turning
- Matches parts of objects that fit together e.g puts lid on teapot
- Can talk about objects and animals with more purpose and meaning
- Begins to make connections through repeated exposure to the natural world

Expressive Arts and Design

- **Creating with Materials Birth - 1**

Birth - 1 (Emerging/Developing/Secure)

- Begins to experiments with a range of media - tools, materials, sound and whole body movements - through multi-sensory exploration

Expressive Arts and Design

● **Creating with Materials 1-2 Years**

Typical development in Autumn (1-2 Emerging)

- Shows attention to sounds and music
- Moves whole body in response to music
- Begins to explore sensory experiences
- Begins to copy movements e.g clapping
- Bangs and shakes objects

Typical development in Spring (1-2 Developing)

- Responds emotionally and physically to music when it changes
- Explore their voices and enjoy making sounds
- Seeks out and shows enjoyment through sensory exploration
- Mirrors and improvises actions they have observed, e.g. clapping or waving
- Bangs and shakes objects, taking note of the sounds they make
- Uses whole hand to explore sensory materials

Typical development in Summer (1-2 Secure)

- Experiments with a range of media- tools, materials, sound and whole body movement - through multi-sensory exploration
- Move and dance to music
- Anticipate phrases and actions in rhymes and songs like 'Peepo'
- Can shake and bang musical instruments
- Enjoys exploring different materials, seeking sensory stimulus

Expressive Arts and Design

● **Creating with Materials 2-3 Years**

Typical development in Autumn (2-3 Emerging)

- Begins to sing or make vocalisations whilst listening to sounds and music
- Enjoys exploring what sounds musical instruments make
- Explores paint using their bodies
- Enjoys playing with construction materials

Typical development in Spring (2-3 Developing)

- Begins to copy and explore new vocalisation
- Begins to sing parts of simple repetitive songs
- Join in with songs and rhymes, making some sounds
- Make rhythmical and repetitive sounds
- Starts to explore mark making with different materials
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Can push bricks together to begin to make models

Typical development in Summer (2-3 Secure)

- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression
- Moves while singing/vocalising, whilst listening to sounds and music, while playing with sounds makers/instruments
- Sings/vocalises whilst listening to music or playing with instruments/sound makers
- Notices and becomes interested in the transformative effect of their action on materials and resources
- Start to make marks intentionally
- Expresses ideas and feeling through making marks, and sometimes gives a meaning to the marks they make
- Makes simple models which express their ideas
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials

Expressive Arts and Design

- **Being Imaginative and Expressive Birth - 1**

Birth - 1 (Emerging/Developing/Secure)

- Begins to respond to and engage with the world that surrounds them e.g sounds, movements, people, objects, sensations and emotions

Expressive Arts and Design

● **Being Imaginative and Expressive 1-2 Years**

Typical development in Autumn (1-2 Emerging)

- Responds to care giver by laughing or joining in with body movements
- Enjoys 'peekaboo' type games
- Shows excitement and joy through interactions with others and objects

Typical development in Spring (1-2 Developing)

- Seeks out experiences that they enjoy through initiating interactions e.g. hiding face to play 'peekaboo'
- Moves whole body in response to experiences e.g. bottom bopping to music
- Enjoys watching others

Typical development in Summer (1-2 Secure)

- Responds to and engages with the world that surrounds them, e.g. sounds, movements, people, objects, sensations, emotions (their own and others)
- Enjoys listening to stories
- Enjoys listening to music or singing
- Watches others intently and attempts to join in with movements or vocalisations

Expressive Arts and Design

● **Being Imaginative and Expressive 2-3 Years**

Typical development in Autumn (2-3 Emerging)

- Expresses self through physical actions and sounds
- Begins to imitate sounds e.g animals, cars,
- Starts to engage in pretend play by showing an interest in role play items
- Enjoys trying on new clothes or dressing up

Typical development in Spring (2-3 Developing)

- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'
- Creates sound effects and movements, e.g. creates the sound of a car or animals
- Begins to recognise familiar role play items and use them for a purpose e.g. handing caregiver food
- Begins to seek shared role play experiences

Typical development in Summer (2-3 Secure)

- Pretends that one objects represents another, especially when objects have characteristics in common
- Start to develop pretend play, pretending that one object represents others. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Use their imagination as they consider what they can do with different materials

Nursery PSHE

The teaching of Relationships Education and Health Education became a statutory component to the primary curriculum in September 2020. However, we believe that teaching each strand of the wider PSHE curriculum (Health and Wellbeing, Relationships and Living in the Wider World) enables all children to develop the necessary skills to become positive citizens in modern Britain. Our PSHE curriculum and overview is bespoke and draws upon objectives taken from Jigsaw PSHE, PSHE Association, Health Education Partnership and government guidance. Further details and objectives for teachers' planning is available on the PSHE page of the intranet.

Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Nursery through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The statutory guidance for Relationships and Health Education for primary schools is also covered within this scheme.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

British Values

Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).

The 6 Jigsaw Puzzles (half-termly units) are designed so the whole school can study the same learning themes at the same time, each year group at its own level.

The Puzzles are sequential and developmental throughout each academic year. The puzzles are:

- Being Me
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

[Links to key documents](#)

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)

[2021 Early years foundation stage assessment and reporting arrangements](#)

[Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage](#)