



CARE Curriculum



Early Years Progression and Milestones Overview

| Area of Learning | EARLY YEARS CHECKPOINT 1: Reception Baseline) | EARLY YEARS CHECKPOINT 2: Reception end of Autumn term | EARLY YEARS CHECKPOINT 3: Reception end Spring term | EARLY YEARS CHECKPOINT 4: Reception end of Summer term |
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| Listening, attention and understanding | <ul style="list-style-type: none"> • -Listen with interest and recall what they have heard when being read to during small groups. • -Join in with repeated refrains. • -Answer questions using sentences of at least 4-5 words • -Follow a simple directions/instruction | <p>-Listen attentively and respond to what they hear (songs, stories, rhymes) with comments and actions when being read to during small group interactions.</p> <p>-Make comments about what they have heard when looking at pictures</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher</p> <p>-Identify simple rhyming words</p> | <p>-Listen attentively and respond to what they hear by answering relevant questions, making comments and actions when being read to during small group interactions.</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>-Hold a longer conversation when engaged in back-and-forth exchanges with their teacher and peers</p> | <p>-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.</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding</p> <p>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers over longer, more sustained periods of time</p> |
| Speaking | <ul style="list-style-type: none"> • -Use 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" | <p>-Participate in small groups, using vocabulary focussed on objects and people that are of particular importance to them</p> <p>-Comment on things that they have observed.</p> <p>-Express their ideas and feelings about their experiences using full sentences containing 6-8 words, most of the time</p> | <p>-Participate in small groups, using recently introduced vocabulary.</p> <p>-Offer explanations for why things have happened, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p> <p>-Express their ideas and feelings about their experiences using full</p> |

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| | <ul style="list-style-type: none"> • -Use sentences of at least five words. • -Answer simple why questions? | <p>-Start to use past tense words with modelling and support from their teacher if necessary</p> <p>-Use props and puppets to retell a story.</p> | <p>-Express their ideas and feelings about their experiences consistently using full sentences, including use of past and present tenses with less modelling and support needed from their teacher</p> <p>-Begin to use connectives (and, because).</p> <p>-Retell stories in role-play</p> | <p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher if necessary</p> |
| <p>Self-Regulation</p> | <ul style="list-style-type: none"> • -Communicate how they are feeling with words such as 'happy,' 'sad,' 'worried' and the emotional word of the week • -follow at least two simple instructions • -Follow classroom rules | <p>-Show an understanding of their own feelings using vocabulary learnt</p> <p>-Work towards simple goals, being able to wait for what they want.</p> <p>-Give focused attention to what the teacher says, beginning to respond appropriately, showing an ability to follow instructions involving ideas or actions.</p> <p>-dress themselves with minimal adult help.</p> | <p>-Show an understanding of their own feelings and begin to regulate their behaviour.</p> <p>-Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate.</p> <p>-Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.</p> | <p>-Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>- 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.</p> <p>-Follow a series of at least 3 instructions independently.</p> <p>-Use the words of the week that they have been taught during the year independently.</p> |

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| Managing Self | <ul style="list-style-type: none"> • -Become more confident to talk to and with unfamiliar people • -Become more confident in new social situations • -Select their own and use resources and activities with adult support if necessary | <p>-Show confidence to try new activities and show increasing independence</p> <p>-Explain the rules of the classroom, knowing right from wrong.</p> <p>-Put on own clothing such as coat, cardigan, gloves etc.</p> <p>-Usually dry and clean during the day</p> <p>-Talk about and categorise the different food they eat (apple/fruit, carrot/vegetable)</p> <p>-Participates fully in PE lessons</p> <p>-Wash hands effectively.</p> | <p>-Show increasing confidence to try new activities and show independence and resilience</p> <p>-Explain the reasons for rules, knowing right from wrong</p> <p>-Fasten and unfasten buttons</p> <p>-Zip own coat</p> <p>-Name some of the food groups</p> <p>-Talk about how they can stay healthy (get enough sleep, stay clean, not too much time on devices etc) and which foods you should have more or less of</p> | <p>-Show confidence and willingness to try new activities</p> <p>-Show independence, resilience and perseverance in the face of challenge when playing and learning</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> |
| Building Relationships | <p>Plays in a group and can initiate play with others.</p> | <p>Work and play cooperatively and take turns with others. Form a positive attachment to an adult and friendships with peers. Demonstrate friendly behaviour towards others. Talk/activity with 1 other child not of their choosing.</p> | <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs and to others' needs. Talk/activity with 2 other children not of their choosing.</p> | <p>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.</p> |
| Gross Motor Skills | <ul style="list-style-type: none"> • -Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | <p>-Begin to combine and sequence at least 6 movements in dance and PE</p> | <p>-In gymnastics and PE lessons and their play; show increasing ball skills (pushing, patting, throwing, catching or kicking)</p> <p>-Travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>-Hold balanced shapes</p> <p>-Jump off an object (2 feet to two feet)</p> | <p>-In Games/Athletics (Sports Day) negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>-Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>-Demonstrate strength, balance and coordination when playing</p> |

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| | | | | - Move energetically when running, jumping, dancing, hopping, skipping and climbing. |
| Fine Motor Skills | <ul style="list-style-type: none"> • -Show a preference for a dominant hand • -Snip and cut in a straight line with scissors more confidently • -Complete more complex threading activities • -Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes • -Draw a more detailed person with arms, legs, a head, feet and hands | <p>-Use a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters</p> <p>-Handle tools, objects, construction and malleable materials safely and with increasing control</p> <p>-Select and use simple tools to create different effects eg paintbrushes, drawing media e.g. oil pastels, crayons, glue spreader, Sellotape scissors</p> <p>-Create simple representations of events, people and objects</p> <p>-Draw a face</p> | <p>-Use a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet</p> <p>-Handle a wider range of tools, objects, construction and malleable materials safely and with increasing control</p> <p>-Uses simple tools to effect changes to materials. (Hole-punching/split pins)</p> <p>-Select different size paintbrushes to create different effects</p> | <p>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases to form recognisable letters, most of which are correctly formed</p> <p>-Use a range of small tools, including scissors, paint brushes and cutlery with increasing confidence and accuracy</p> <p>-Select different drawing materials in order to create different effects</p> <p>-Begin to show accuracy and care when drawing</p> |
| Comprehension | <ul style="list-style-type: none"> • -Listen with interest when being read to during small groups • -Re-tell stories and narratives using their own words and new vocabulary during discussions about stories, non-fiction, rhymes and poems • -Use new vocabulary with increasing confidence when | <p>-Answer simple retrieval questions about a text which has been read to them</p> <p>-Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play with confidence</p> <p>-Explain what new words mean, with adult support when necessary</p> | <p>-Demonstrate understanding when talking with others about what they have read.</p> <p>-Use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play</p> <p>-Explain what new words mean independently</p> | <p>-Securely demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>-Securely anticipate – where appropriate – key events in stories</p> <p>-Securely use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play</p> |

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| | <p>playing with peers and in role play</p> <ul style="list-style-type: none"> -Anticipate key events in stories | | | |
| Word reading | <ul style="list-style-type: none"> -Recognise own name and other familiar signs such as logos -Group words with the same initial sounds -Recognise rhyming words -Count or clap syllables in a word | <p>-Hear and say initial sounds in words</p> <p>-Orally segment and blend the sounds in simple VC and CVC words containing Set 1 sounds -</p> <p>Knows which letters represent some of them</p> <p>-Link sounds to letters, naming the letters of the alphabet</p> <p>-Continue a rhyming string</p> <p>-Read Set 1 sounds</p> | <p>-Segment the sounds in simple CVC, CCVC and CVCC words containing Set 1 sounds, including SF and blend them together within a phrase</p> <p>-Read longer words</p> <p>-Read words with suffixes and double letters</p> <p>-Reading Set 1 words including SF,.</p> | <p>-Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>-Read words consistent with their phonic knowledge by sound blending</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>-Reading Phase 4 set 2.</p> |
| Writing | <ul style="list-style-type: none"> -Show a preference for a dominant hand -Copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately -Write some or all of their name -Write some letters accurately | <p>-Ascribe meaning to marks</p> <p>-Write own name</p> <p>-Use some clearly identifiable letters to communicate meaning</p> <p>-Link sounds to letters, naming the letters of the alphabet</p> <p>-Write initial sounds of words</p> <p>-Using finger grip</p> | <p>-Write independently during play</p> <p>-Write CVC words (words containing both Set 1 sounds and Set 1 SF.</p> <p>-Write labels and captions and simple sentences which can be re-read themselves</p> <p>-Using modified tripod grip.</p> | <p>-Sit correctly at a table, holding pencil comfortably</p> <p>-Write recognisable letters, most of which are correctly formed</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>-Write simple phrases and sentences that can be read by others</p> |
| Number | <ul style="list-style-type: none"> -Count accurately to 5 -Show the correct number of objects to match a given number up to 5 -Count 1:1 correspondence up to 5 | <p>-Select the correct numeral to represent 1 to 5 objects</p> <p>-Record using marks or physical apparatus based on taught models</p> <p>-Count objects to 5</p> <p>-Count 5 objects from a larger group</p> | <p>-Recognises numerals 1 to 10</p> <p>-Select the correct numeral to represent 1 to 10 objects</p> <p>-Record using marks or physical apparatus based on a taught model</p> <p>-Count objects to 10</p> <p>-Count 10 objects from a larger group</p> | <p>-Demonstrate a deep understanding of number to 10, including the composition of each number</p> <p>-Subitise (recognise quantities without counting) up to 5</p> <p>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and</p> |

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| | <ul style="list-style-type: none"> • -Begin to subitise to 3. | <p>-Show the different ways of making numbers to 5 (Composition of each number)</p> <p>-Confidently subitise to 3</p> <p>-Compare quantities of two groups with identical objects.</p> | <p>-Show the different ways of making numbers to 10 (Composition of each number)</p> <p>-Compare quantities of two groups with identical objects. Combine two groups to find the whole (numbers).</p> | <p>some number bonds to 10, including double facts</p> |
| Numerical Patterns | <ul style="list-style-type: none"> • -Know that numbers identify how many objects are in a set • -Compare two groups using language 'more' and 'fewer' • -Compare objects by size/shape • -Use and understand positional language 'in-front, behind, on, under and in' • -Extend and create an ABAB pattern. | <p>-Count to 10 confidently</p> <p>-Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5</p> <p>-Say the number that is one more and one less than a number to 5</p> <p>-Copy a pattern ABCABC (leaf, stick, stone, leaf, stick, stone)</p> <p>-Experiment with objects saying when they are heavy/light, full/empty, big/small</p> | <p>-Count to 20 confidently</p> <p>-Use the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10</p> <p>-Say the number that is one more and one less than a number to 10</p> <p>- Identify which numbers to 10 are odd and which are even</p> <p>-Complete a complex pattern</p> <p>-Compare and make predictions about objects saying when they are heavy/light, full/empty, big/small</p> | <p>-Verbally count beyond 20, recognising the pattern of the counting system</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> |
| Past & Present | <ul style="list-style-type: none"> • -Talk about who is in their family and who is important to them | <p>-Talk about the lives of those in their own families and their roles in society</p> <p>-Know some differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>-Understand the past through characters encountered in books read in class and storytelling</p> | <p>-Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society</p> <p>-Know some similarities between things in the past and now, drawing on their experiences and what has been read in class</p> <p>-Compare and contrast settings and characters encountered in books read in class and storytelling including figures from the past</p> | <p>-Talk about the lives of the people around them and their roles in society</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>-Compare and contrast through settings, character, images and events encountered in books read in class and storytelling</p> |

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| <p>People, Cultures and Communities</p> | <ul style="list-style-type: none"> -Talk about their own likes and dislikes -Talk about who they are and where they live | <p>-Describe their immediate environment using knowledge from observation and discussion</p> <p>-Know some differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>-Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> | <p>-Describe their immediate environment using knowledge from observation, discussion and stories</p> <p>-Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>-Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> | <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>-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</p> <p>-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</p> |
| <p>The Natural World</p> | <ul style="list-style-type: none"> • -Talk about the things they can see in the natural world | <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>-Know some differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>-Talk about processes and changes in the natural world around them, including the seasons and changing states of matter</p> | <p>-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</p> <p>-Identify processes and changes in the natural world around them, including the seasons and changing states of matter</p> | <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>-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</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> |
| <p>Creating with Materials</p> | <ul style="list-style-type: none"> • -Experiment with a variety of resources and materials deciding what to use and make | <p>-Drawing; create simple representations of events, people and objects</p> <p>-Draw a face</p> | <p>-Drawing; create simple representations of events, people and objects</p> <p>-Draw a person with at least 8 features – body, head, arms, legs, eyes, mouth, nose, hair</p> | <p>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour (experimenting with light and shade using specific terminology- light, shade, dark, tone)</p> |

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| | | <ul style="list-style-type: none"> -Colour; name primary colours and choose particular colours to use for a purpose -Texture; explore and experiment with different materials to compare textures -Know that materials that are soft/rough/shiny -Form; use glue and Sellotape/ masking tape to combine materials -Design; say what they intend to create -Function; replicate an existing model -share their creation with others -use life like, available or modelled props to support role play | <ul style="list-style-type: none"> -Colour; name primary and secondary colours and explore what happens when colours are mixed -Texture; choose appropriate materials for a purpose -Form; select the most appropriate joining technique for the purpose of their model (hole punch and split pin) -Design; plan with reasoning -Function; adapt an existing model -talk with others about their creation and what they like about it -adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone. | <ul style="list-style-type: none"> -Design (plan with an intended outcome) Texture-form and function (create something for a purpose) -Share their creations, explaining the process they have used -make use of props and materials when role playing characters in narratives and stories. |
| <p>Being Imaginative and Expressive</p> | <ul style="list-style-type: none"> • -remember and sing their favourite nursery rhyme or song | <ul style="list-style-type: none"> -recount narratives and stories with peers and their teacher -sing a range of well-known nursery rhymes and songs. | <ul style="list-style-type: none"> -adapt and begin to invent narratives and stories with peers and their teacher -perform songs, rhymes, poems and stories with others and – when appropriate try to move in time with music to express their feelings | <ul style="list-style-type: none"> -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 |