

Communication and Language (tools used ECAT Dvt Matters B-5)

Ask relevant questions

Converse in back and forth exchanges with friends and teachers

Express ideas and feelings with confidence

On Entry

Autumn Term

Spring Term

Summer Term **Age 3**

SPEAKING Teach them to...

	Give key 3 word phrases linked to class routines for children to copy (with linked action/gesture)	Give key 4 word phrases linked to class routines for children to copy (with linked action/gesture)	Extend shorter phrases into grammatically correct short sentences (including the use of correct pronouns).
	Enjoy and join in with actions to songs (listening to the words or mimicking the tune/speech patters and intonation of the song)	Enjoy and join in with actions and words to songs	Enjoy nursery rhymes, poems and songs and joins in with actions
	Names familiar objects, and body parts: hair, hands, feet, mouth, shoes,	Use words that are beyond objects that belong to them	Use simple descriptive language (colour/size) that link to an object
	Show understanding prepositions 'in' 'on' 'under' through play and class routines	Show understanding prepositions 'in' 'on' 'under' through play and class routines	Uses prepositions 'in' 'on' 'under' in speech during play
	Show understanding of time words 'now' later 'next' through play and class routines	Show understanding of time words 'now' later 'next' through play and class routines	Uses time words 'now' later 'next' in speech during play
		Show understanding of plurals to represent more than one object adding word ending (s)	Uses plurals to represent more than one object adding word ending (s)

LISTENING Teach them to...

	Sit and listen to action songs and rhymes.	Sit and listen to a short story.	Sit and listen to a short story.
	Listen to sounds and <u>discriminate</u> between different environmental sounds e.g. Listening walks; stories (refer to phase 1 phonics guidance) here	Listen to sounds and <u>discriminate</u> between different instrumental sounds Instruments (refer to phase 1 phonics guidance) here	Listen to sounds and discriminate between different sounds following units linked to body percussion (e.g. march and stamp to a beat) here

Check they can...

SPEAKING

On entry (Sept) 18-2y	December	March	July
Observation checkpoint: Dvt Matters Around 18 months, Use a range of adult like speech patterns (jargon) and at least 20 clear words. Pronounce and use the speech sounds: p, b, m, w Pronounce multi-syllabic words such as 'banana' and 'computer'	Observation checkpoint: Dvt Matters Around age 2 - Pronounce and use the speech sounds: p, b, m, w - Put three words together to communicate needs "more milk" - Frequently ask questions, such as the names of people and objects (What's that)	Observation checkpoint: Dvt Matters Around age 2 - Refers to self by name or 'me' - Understand between 200–500 words <u>In addition to this</u> Pronounce and use the speech sounds: p, b, m, w, l/r/w/y, f/th, s/sh/ch/dz/j	Observation checkpoint: Dvt Matters -Towards their third birthday, - Use around 300 words. This includes descriptive language. - Use words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). - Linking up to 5 words together

<p>Observation checkpoint: Dvt Matters Around age 2 (these have been broken up into different terms) -Use up to 50 words -Put two words together: “more milk, my turn” -Refers to self by name</p> <p><u>In addition to this</u> -Displays non verbal responses and interactions: smile -Understands more words than they can say and simple instruction (stop, kiss mummy, wave goodbye) Respond with a yes/no</p>	<p>- Understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture Doing?” -Understand around 200 words</p> <p><u>In addition to this</u> Uses familiar words to name objects</p>	<p>-Correctly use at least 2 words like ‘me’ ‘my’ ‘I’ ‘mine’ -Can use 200 words - Put four words together to communicate</p> <p><u>In addition to this</u> No additions</p>	<p>-Use pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Around the age of 3, show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</p> <p><u>In addition to this</u> Pronounce and use the speech sounds: p, b, m, w, l/r/w/y, f/th, s/sh/ch/dz/ng, j, t, d, g, k, (t,d,g,k ae common errors but these should be identified at this stage if not pronounced correctly) Understands around 500 words</p>
<p>EARLY IDENTIFICATION Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>			
<p>LISTENING</p>			
<p>Observation checkpoint: Dvt Matters -Around 18 months, - Listens and responds to a simple instruction like: “Adam, put on your shoes” - Understands lots of different single words and some two-word phrases, such as “give me” or “shoes on”</p> <p><u>In addition to this</u> -Responds to own name to support attending to a task -Turns towards the child /person who is talking -Responds to a stimulus such as music to show enjoyment</p>	<p><u>In addition to this</u> -Understand and follow 1 step instruction linked to classroom routines -Can copy a familiar expression ‘oh dear’ -Listens by trying to join in with actions or vocalisation to rhymes</p>	<p><u>In addition to this</u> -Shows interest in what others say Understands and act on longer sentences linked to play like ‘make teddy jump’ -Shows rigid attention, but will stop when multiple prompts given -Listens with interest and anticipation to short stories. - Can copy and follow a very simple beat/rhythm</p>	<p>Observation checkpoint: Dvt Matters By around 3 years old, Child can shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”. -Follows instructions with three key words like: “Can you wash dolly’s face?”</p> <p><u>No further additions</u> -Listens with interest and anticipation to short stories.</p>

Personal, Social and Emotional Development

Show **empathy** and **kindness** to others

Show **determination** to complete a goal

Show **resilience** in the face of challenge

Show **curiosity** about the world around them

	Autumn Term	Spring Term	Summer Term
Teach them to...			
Managing self			
	Routines of the classroom are set up and well established for example relating to different timetabled points of the day	Respond to a shorter prompt for a routine (e.g. shaker to stop)	Routines are known and do not need prompting. E.g. when a bell is rung, snack begins, children know to wash their hands first.
	Directed by an adult, understand how (the process) and when handwashing would happen.	Understand when hands need to be washed at different points of the day and asks for help to do this (linked to activities as well as toileting)	Can wash hands independently, across a range of activities.
	Able to sit with peers over a snack/meal time, adhering to social norms around meal times (not taking other children's food, respecting how people eat)	Understanding what 'table manners' are (please and thank you)	Understanding meal time as an opportunity for a social interaction that has set rules and norms.
	To know the names of some fruits and vegetables and that they are healthy	To know the names of a range of fruits and vegetables and that they are healthy	To know that the body needs fruit vegetables and water to be healthy
	Use a fork to scoop Use an open cup with one hand	Use a fork to stab	
Self regulation			
	Provide a wide range of changing sensory experiences to facilitate how children's emotions may change.		
	Know the emotions happy and sad, exploring these through characters in stories and first hand experiences	Know the emotions angry, scared, calm and loved exploring these through characters in stories and first hand experiences.	Talk about how they, others or a character might be feeling, exploring these through characters in stories and first hand experiences
	To know specific phrases or gestures that help children to manage common situations e.g. Stop, No,	To know a wider range of specific phrases or gestures that help children to manage common situations e.g. Stop, No, I don't like it,	To know a wider range of specific phrases or gestures that help children to manage common situations e.g. Stop, No, I don't like it, can you play with me? Can I play with you?
	Narrate and try to name children's emotions and feelings 'I can see that X has happened, I wonder if you are feeling X because of that?' happy and sad	Narrate and try to name children's emotions and feelings 'I can see that X has happened, I wonder if you are feeling X because of that?' angry, scared, calm and loved	Narrate changes in emotion that may have happened earlier in the day or draw on the past or pretend experiences of others (including characters in stories)
Additional notes: Be a secure base for children to return to for emotional re-fuelling, some children may need more time 1:1 with key person. Much of this will be taught through modelling and 1:1 interactions with adults.			
Building relationships			

	Teach about individuals who are special people and why they are special	Adults notice and celebrate children's good qualities.	Adults notice and celebrate children's good qualities.
	Ensure children are confident in accessing continuous provision, and are taught how to use the different areas and resources.	Consider reducing resources available at a task so that children need to interact with each other and begin to take turns	Teach actions that support friendships developing e.g. offer a toy
Check they can...PSED			
On entry (Sept)	December	March	July
Managing self			
<p>Observation checkpoint: Dvt Matters 18m old check they can: -Acts put familiar actions in play (18m) -Imitate day to day activities at home (18m) -Holds spoon and gets food safely to mouth. -Holds cups between hands and drinks without much spilling -Assists with dressing and undressing, taking of shoes, socks, hat</p> <p>Around the age of 2, Child starts to show preferences e.g. they decide what to play with, what to eat, what to wear</p> <p>No additional statements Feels secure in having their nappy changed</p>	<p>In addition to this -Being able to indicate either verbally or non-verbally that a nappy change is needed -Shows signs that they are aware of a bowel or bladder movement (e.g. hiding) -Can remove outdoor clothes (coat and shoes) -Can assist with putting outdoor clothes back on. -Washes hands with prompts -can drink from a cup without a lid without spilling -Will show interest in a variety of activities but may flit between these.</p>	<p>In addition to this -Shows an interest in using a toilet/potty (will sit and wait for a period of time) -Can pull up and put down trousers and skirts (to assist with toilet training) - Holds spoon and fork gets food safely to mouth. -Asks for help to wash hands but can dry them independently</p>	<p>Dvt Matters no checkpoints but guidance is as follows: <i>Potty training is fastest if you start it when the child is at the last stage.</i> <i>By the age of 3, 9 out of 10 children are dry most days.</i> <i>All children will have the occasional 'accident', though, especially when excited, busy or upset.</i></p> <p>In addition to this -Child is out of nappies during the day -To know that the body needs fruit vegetables and water to be healthy --Is independent in managing clothing linked to using toilet training (may still have occasional accidents) -Puts on hat and shoes independently, and may attempt other clothing with help e.g. coat and dressing up clothes (but not using any fastenings) -Washes hands independently</p>
<p>EARLY IDENTIFICATION -Be alert to children who may have poor dental hygiene and diet: alert to safeguarding and make curriculum adjustments as required. -Watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>			
Self regulation			
<p>No Dvt Matters checkpoints In addition to this -Shows an awareness of what physical behaviour is and isn't acceptable towards others</p>	<p>In addition to this -Is able to separate with their key adult, calming down quickly after they have left. -Shows effortful control of emotions when separating with an adult or will be distracted out of them.</p>	<p>In addition to this -Understand that different things belong to different people -To respond to other children's requests -Aware of others emotions -With support from adults, shows effortful control of negative responses in play (snatching, shouting).</p>	<p>Observation checkpoint: Dvt Matters Around the age of 3, can the child sometimes manage to share or take turns with others, With adult guidance and understanding 'yours' and 'mine'?</p>

<ul style="list-style-type: none"> -Can co-regulate with an adult when feeling distressed -Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Express preferences and decisions 	<ul style="list-style-type: none"> -expresses happiness and sadness (through actions / words) and is comforted by the narration /distraction of an adult. -Shows likes and dislikes 	<ul style="list-style-type: none"> -Is able to maintain interest at a task of their choosing -Shows a wider range of likes and dislikes 	<p><u>In addition to this</u></p> <ul style="list-style-type: none"> -With increasing independence show effortful control of negative responses in play (snatching, shouting). -Is able to maintain interest at a task even when this is not their preferred activity. -Shows likes and dislikes and is able to assert these
<p>EARLY IDENTIFICATION</p> <p><i>Watch for children who seem worried, sad or angry for overly long periods (e.g. whole day) and can not be distracted from these emotions.</i></p> <p><i>Refer to Leuven scale</i></p>			
<p>Building relationships</p>			
<p>Observation checkpoint: Dvt Matters</p> <p>Around 18 months,</p> <p>Seeks some adult attention (wanting to be noticed)</p> <p>By around 2 years old,</p> <p>Child shows an interest in what other children are playing and sometimes joins in</p> <p><u>In addition to this</u></p> <ul style="list-style-type: none"> -Can tolerate other children playing in proximity / same area as them 	<p><u>In addition to this</u></p> <ul style="list-style-type: none"> -Builds relationships with key members of staff. -Will play alongside others with their own resource -Can identify special people e.g. relatives (gestures/pictures/words) 	<p><u>In addition to this</u></p> <ul style="list-style-type: none"> -Will play alongside others with a shared resource (adult supported) -With an adult can to restore a relationship after snatching 	<p>No Dvt Matters checkpoints</p> <p><u>In addition to this</u></p> <ul style="list-style-type: none"> -Will play alongside others with a shared resource -Exchanges toys with peers (both co-operatively and in conflict) -Begin to identify people in the class who may be special to them (gestures/pictures/words)

Physical Development

Use cutlery with confidence

Hold a pencil effectively

Move in a variety of ways safely and with confidence and control

Autumn Term

Spring Term

Summer Term

Teach them to...

Fine Motor

(See DSAT letter formation & pencil grip progression [LINK](#), see pre-writing [LINK](#) and pencil grip [LINK](#) development continuums, and handwriting developmental continuum [LINK](#))

Can match square, circular and triangular shapes into an inlay puzzle

Can match irregular shaped inlay puzzle

Can build large sized jigsaw puzzle (e.g. large inlay or traditional 3-4 piece puzzles)

Access a range of sensory experiences to support children to make marks in food, damp sand, water, mud, paste or paint. Progressing from with hands to fingers (link to writing)

Through play, children pick up large objects (that they will need to pick up with both hands) and manipulate these, transferring them from one place to another

Through play, children pick up medium sized objects (e.g. (that they will need to pick up with one hand) and manipulate these, transferring them from one place to another

Through play, children pick up smaller objects (that they will need to pick up with one hands) and manipulate these, transferring them from one place to another

Progression of equipment to be created in your setting : blocks; jigsaw; water and sand equipment, puzzles

Include twisting.

Sing rhymes and games that encourage independent finger use (1/2/3/4/5 once I caught a fish alive, 5 little man on a flying saucer –counting down

.To use whole hand (tweezer) scissors to make snips in paper (may not be showing a hand preference yet

Use playdoh to with a focus on poking, pulling, stretching, (and squeezing with two hands)

Use playdoh to with a focus on pinching and separating one piece of playdoh from another.

Use playdoh to with a focus on rolling between two hands or one hand on a table.

Gross Motor

Additional teaching and support for developing physical control, strength and skill

See resources from Highlands Literacy including OT advice and guidance [LINK](#). Targeted intervention for identified children i.e. Learn to move, move to learn

see pencil control resources [LINK](#) and pre-writing resources [LINK](#)).

Make marks using decorators paintbrushes, rollers, chunky chalks, sticks, brooms, using a wide sweeping motion with a shoulder pivot. On a vertical surface

Refer to progression in physical dvt doc [LINK](#) stage 1 shoulder pivot

Make marks, with activities that encourage a full range of motion moving **up and down and side to side**.
Using a greater range of movement than just the shoulder, but shoulder is still the main power in moving arm back and forwards. Sawing motion across body or front to back

Refer to progression in physical dvt doc [LINK](#) stage 2 emergent elbow pivot

To use paintbrushes/rollers and make large marks through movements eg waving shapes (crossing midline) using large movements from the shoulder.

			Encourage activities that encourage a circular push pull movement with their upper and lower arm
			Refer to progression in physical dvt doc stage 3 proficient elbow pivot LINK
	Activities for crawling, moving and stopping	Activities for moving and stopping	Use alternate feet when climbing stairs (using bannister as a support) <i>Curriculum is developed through equipment development</i>
	As part of universal provision the following opportunities should always be offered until the skill has been secured. Children will need to access bigger spaces where climbing etc. Birth – 5 recommends 3 hours a day of physical activity a day. Crawling through to climbing: through tunnels, on the floor as part of healthy movers – moving into climbing Moving and stopping: e.g. musical statues, Bilateral movements: through scooters, balance bikes Navigating space: as part of movement/dance/PE sessions/healthy movers to jumping with two feet from a low step, Throwing over and under hand Opportunities for climbing stairs for those that need it Opportunities for building leg strength linked to squatting (e.g. jack in the box) for those that need it Walking regularly as part of a planned regular route (e.g daily walk around)		
	Activities that encourage jumping off a low piece of equipment and landing safely	Activities that encourage jumping off a low piece of equipment and landing on a whole foot	Activities that encourage jumping off the ground (leaving air between the floor and feet) and landing on a whole foot
	Teaching children how to put arms in to coat with adult support and lift up own hood.		
Check they can...			
On entry (Sept)	December	March	July
Fine Motor			
No Dvt Matters checkpoints <i>Focus on developing wrist and finger strength: picking something up and then being able to do something with it.</i> <u>In addition to this</u> • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them (B-5)	No Dvt Matters checkpoints <u>In addition to this</u> • Picks up objects in palmar grip with one hand using it to shake, wave, bang, pulls and tugs them between two hands while looking at them (B-5)	<u>In addition to this</u> <i>(taken from the health visitors 2YO check)</i> Can turn pages of a book (may be more than one page at a time) Can twist an object between two hands	No Dvt Matters checkpoints <u>In addition to this</u> <i>(from DSAT 3-4 entry points)</i> Can pick up and hold onto objects <i>small objects with a pincer grasp (e.g about an inch in size a duplo brick)</i> Can use both hands with the same movement at the same time (e.g. push to open the door)

<ul style="list-style-type: none"> • Points with first finger, sharing attention with adult. (B-5) 	<p><i>(please note that this checkpoint will also will relate to use of a spoon, and different beakers for drinking)</i></p>		<p>Can transfer objects from hand to hand Can move each finger in isolation e.g. point with one finger -Can control hand movements guided by their vision (e.g. complete inlay puzzles, post objects through boxes)</p>
Gross motor			
<p>Dvt matters By around 18m child should be able to -Walk well with feet only slightly apart -Push and pull large toys or boxes along the floor -Carry a large doll or toy when walking -Can climb -Can climb towards an adult chair then turn around to sit. -Can walk upstairs with a helping hand and sometimes down stairs (13-22m) -Flexes knees and hips in squatting position to pick up a toy from the floors and then rises to feet using hands as support -Can crawl</p>	<p>No Dvt Matters checkpoints – refer to 2YO in March) <u>In addition to this</u> Squat with complete steadiness to collect an object on the ground Pushes and pulls large wheeled toys easily forwards and able to walk backwards pulling a handle Walk up and downstairs holding a hand rail or wall, two feet to a step Throws small ball overhand and forwards without falling over Sits on a small tricycle (without pedals) propels vehicle forwards with feet on the floor. Can scribble, and make dots, using the shoulder pivot Can change direction without falling over.</p>	<p>At around 2YO checkpoint Dvt Matters - run well, kick a ball, and jump <u>In addition to this</u> Shows evidence of bilateral movement (e.g. can move forwards scooters, balance bike) Can hold their own weight by e.g. hanging or climbing Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>	<p>Dvt matters checkpoint: Age 3: Climb confidently, using alternate feet -Can catch a large ball -Can manipulate a balance bike <u>In addition to this</u> Shows evidence of bilateral movement and can 'glide' forwards, maintaining their balance (e.g. can move forwards scooters, balance bike) -Can navigate safely around the classroom -Avoiding bumping into each other when running on a playground -Demonstrate a range of movements in their play e.g. crawl, jump, run (toddle), roll.</p>

Literacy

Autumn Term

Spring Term

Summer Term

Teach them to: Read

As part of the universal offer, give lots of opportunities for learning rhymes.
Start with a small repertoire of rhymes and songs and gradually increase this over the year working towards them knowing 2-3 songs or rhymes by the end of the year.

Be aware that you will need to carefully choose the songs, to ensure they do not ask children to sing in a pitch that they can not perform. These should also intertwine with the fine and gross motor progression. Example rhymes and songs: twinkle twinkle, baa baa black sheep. For gross motor: wind the bobbin up, for fine motor: 1/2/3/4/5 fish alive, 5 little space men

As part of the universal offer ensure that children experience short story time sessions daily. This may be with 2-3 children rather than at larger group level if children do not have the L&A to sustain a whole class input yet. Through this develop the feeling that Sharing a story is a special time (it should be quiet and uninterrupted)

Children should be taught to handle books properly, getting them about and putting them away

What 'reading' looks like: getting a book, sitting somewhere quiet, looking at pictures, turning pages, putting the book away

Adult should support 'reading' by noticing things about pictures such as – look the fish has got lots of scales, I wonder where he will go next'

This can then link to asking them questions what do you think

Listen to sounds and discriminate between different environmental sounds e.g. Listening walks
(refer to phase 1 phonics guidance)
[here](#)

Listen to sounds and discriminate between different instrumental sounds
Instruments
(refer to phase 1 phonics guidance)
[here](#)

Listen to sounds and discriminate between different sounds following units linked to body percussion (e.g. march and stamp to a beat)
Also include phase 1 phonics tasks linked to aspect 4 Rhythm and rhyme
[here](#)

Share familiar symbols that are recognised by all children (local shops Asda/App logos/play button)

Share familiar symbols linked to the routines in the Nursery environment (e.g. widget based symbols)

Give opportunities for children to recognise their name.

Teach them to: Write (see PD)

Handwriting (see handwriting developmental continuum [LINK](#) and DSAT letter formation & pencil grip progression [LINK](#).)

Plan according to pre-writing [LINK](#) and pencil grip [LINK](#) development continuums (for all).

Make marks using decorators paintbrushes, rollers, chunky chalks, sticks, brooms, using a wide sweeping motion with a shoulder pivot.
On a vertical surface

Adding resources specific to mark making (chunky paint brushes, pens, crayons) on a horizontal surface.
Exploratory movements

Explore and use different mark making equipment.
Teach the movements **up and down, forward and backward-purposeful movement.**

Check they can: Read

On entry (Sept)

December

March

July

<p>No Dvt Matters checkpoints</p> <p><u>In addition to this</u> -refer back to listening and attention checkpoints, children will listen to a story or song.</p>	<p><u>In addition to this</u> Shows interest in a story Handles books with interest, looking at pictures -Recognises familiar symbols (e.g. tesco) Recognises familiar rhymes and books and begins to have favourites</p>	<p>Can</p> <p><u>In addition to this</u> Can turn pages in a book, showing an understanding that the story progresses through the book -Recognises familiar symbols (including those linked to nursery routines) -Anticipating predictable phrases in familiar books Joins in with actions and sounds</p>	<p>No Dvt Matters checkpoints</p> <p><u>In addition to this</u> -Children enjoy and join in with familiar songs -Knows 2-3 songs and rhymes -Recognises familiar logos (wider range than March) -Shows preference for a favourite book or story</p> <p><u>Around the age of 3</u>, understands action words by pointing to the right picture in a book. For example: "Who's jumping?"</p>
<p>Check they can: Write</p>			
<p>No Dvt Matters checkpoints</p> <p><u>In addition to this</u> - make movements and enjoy making mark with whole body when exploring messy play.</p>	<p><u>In addition to this</u> beginning to use a range of tools to explore making marks. using a palm grip from a shoulder motion (no dominant hand), to make random marks</p>	<p><u>In addition to this</u> can make circular scribbles using a palmer grip</p>	<p><u>In addition to this</u> beginning to use a pincer grip, know that their marks are of value. I am learning to show preference for one hand but still use both. I can show interest in my mark making</p>

Mathematics

Number sense – see **NCETM Early Years Typical Progression Charts with additional guidance for practitioners** [LINK to NCETM PROGRESSION CHARTS](#)

Spatial awareness and reasoning- see **ECMG Spatial Reasoning in Early Childhood** [LINK TO FOLDER with 3 key docs.](#)

Represent maths – see **ECMG Developing Mathematical Graphics in the Early Years** [LINK](#)

Use own symbols and marks which represent meaning, as well as numerals.

Key mathematical learning attributes and behaviours:

1. Noticing maths – saying what they see. Using key mathematical language and vocabulary in talking about learning.
2. Thinking mathematically – notice, assign meaning, make connections (linked with use of manipulatives and representations).
3. Talking mathematically – a) when a child talks, they hear for themselves what they are thinking, b) when children talk they share with another what they are thinking, which can then be facilitated.
4. Being curious about what they see / hear / experience / manipulate in maths.
5. Children making sense and forming connections for themselves rather than being told by adults what it is/isn't.
6. Responding to questions to provoke thinking i.e. Are you sure? How do you know? Which then ensures children have to go deeper and be explicit using words and explanations.
7. Children see and manipulate maths structure through careful choice of visual/representation/manipulative.
8. Children record maths learning as part of sense making. This capture builds over time and enables children to become more secure and notice changes over time.

For further information, see - **Mastery in Mathematics in the Early Years** [LINK](#) and **NCETM Progression representations & structure** [LINK](#)

	Autumn Term	Spring Term	Summer Term
Teach them to: Maths			
Number			
Cardinality and counting			
	As part of the universal offer ensure that children are exposed to lots of counting: counting children in a line, songs that contain numbers Take part in finger rhymes with numbers. Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. Asking for 1 / 2 / 3 objects or people to help with a job. Labelling equipment with the number of dots of children or objects that can fit there Asking children to pass one object to you.		
Comparison			
	As part of universal offer, ensure there are opportunities for making comparisons to use words ‘lots’, ‘more’ or ‘same’ (useful at snack or lunch time). Ask children to ask for more, if they would like it. Use water and sand to teach words empty and full, heavy and light, big and small Offer a range of different size containers/resources with different attributes to support this – can you find a bigger one?		
Composition			

Numerical Patterns			
	• To notice the commonalities that a group of resources have (use this to support tidying away, all the dinosaurs go in the same box to tidy up)		
Additional strands: Shape and Space			
	Shape and space is linked to fitting things into other things Universal offer: Spatial reasoning with your body Offer opportunities for children to fit into small spaces, inside climbing equipment, through tunnels, Position themselves in line with positional language (by the door, behind another child in a line)		
	Universal offer: Spatial reasoning with objects Organise storage by shape with photos or silhouettes to show where things are met Provide blocks and construction materials to stack, group and sort, encourage tower building by using commentary that uses positional language Exploring how to change shape (e.g. with playdoh) Give instructions explicitly using the words up, down, in and out, on and off Refer to the resource for other ideas and the adults involvement in developing these https://earlymaths.org/spatial-reasoning-toolkit/ Select an object by its shape, sometimes to fit into a particular shaped space.		
Additional strands: Measure			
	See comparison linked to full and empty.		
Check they can... Maths			
On Entry	In December	In March	End of the Year
Number			
Cardinality and counting			
No Dvt Matters checkpoints	No Dvt Matters checkpoints In addition to this May be aware of number names through their enjoyment of actions rhymes and sings that relate to numbers	No Dvt Matters checkpoints In addition to this Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	No Dvt Matters checkpoints In addition to this Demonstrates ‘counting like’ behaviour using number names Say the number names to 3 in order
Comparison			

No Dvt Matters checkpoints			No Dvt Matters checkpoints <u>In addition to this</u> Responds to words linked to full and empty lots and more
<u>Composition</u>			
No Dvt Matters checkpoints			
<u>Numerical Patterns</u>			
No Dvt Matters checkpoints			
<u>Additional strands</u>			
<u>Shape and Space (spatial reasoning)</u>			
			No Dvt Matters checkpoints <u>In addition to this</u> -Can follow positional language (on / under / in e.g put teddy in the basket Put your coat on, hang your coat on your peg. -Can fit objects that match together (e.g a lid on a teapot, posting a shape through a right sized space, using a large inlay puzzle) -To has awareness of personal space
<u>Measure</u>			
No Dvt Matters checkpoints			

Understanding the World			
Know their own family	Care for our world	Appreciate different religions and culture	Understand how to read a simple map
	Autumn Term	Spring Term	Summer Term
Teach them to:			
History			
	Give opportunities to talk about special things that have happened to them (birthdays, a place they went to). You could facilitate this by bring a photo or sharing a video that was taken at home.		
Geography			
	Help children to see and noticing things in the local area that make it a special place (e.g. beach, train station, river) Know how to get from one place to another by knowing a familiar route, by learning familiar routes around and within the school . Learn about how to get to key places in the school		
Science			
	Experience changes in the environment linked to (for example take a theme to explore over a set period) -seasons draw attention to a tree that changes over time, see the flowers coming up in spring ask the children what they can see). -weather (stop to see the weather – hail and rain to notice it; hear the leaves rustling for wind, feel the sun) -sounds in the environment (stopping to hear birds, animals and wildlife, aeroplanes) -change in nature (e.g. caterpillar to butterfly, chicks,)		
RE			
	Knowing special people in their family	Knowing special people in their school community	Learning about special people beyond the school
	Experiencing key celebrations (linked to what is relevant to your community e.g. harvest, Christmas, Divali e.g. using CBeebies Jo Jo and Gran Gran	Experiencing key celebrations (linked to what is relevant to your community e.g. Easter, Chinese new year, Eid e.g. using CBeebies Jo Jo and Gran Gran	Experiencing celebrations linked to themselves and the school e.g. using CBeebies Jo Jo and Gran Gran
Computing			
Check they can...			
On entry	December	March	July
People culture and communities (link RE/Geog)			
No Dvt Matters checkpoints	No Dvt Matters checkpoints	No Dvt Matters checkpoints	No Dvt Matters checkpoints In addition to this -Name and talk about own family make up -Explore environment around them (inside and out)
Natural World (Science, Computing,)			

<p>Dvt matters Checkpoint (PSED) Around 18m</p> <p>Shows curiosity about their world and wanting to explore it</p>	<p>No Dvt Matters checkpoints</p>	<p>No Dvt Matters checkpoints</p>	<p>No Dvt Matters checkpoints</p> <p><u>In addition to this</u> -Can name things they observe in their natural environment (eg tree, flower, insects) -Is able to recall some simple taught vocabulary through talk or sign (e.g. chick, caterpillar)</p>
<p><u>Past and Present (History)</u></p>			
	<p>No specific check they cans related to history. Whilst we teach children vocabulary linked to past and present, we do no expect children to fully consolidate this until EYFS</p>		

Expressive Arts and Design

Create drawings, paintings or models with thought and reflection

Perform a dance, story, song, poem or rhyme in front of an audience

Autumn Term

Spring Term

Summer Term

Art/DT

Provide different resources that are specific to mark marking and link to the PD progression
To handle different textures, food, materials and say what they feel/taste like
Certain textures may be available all through the year, but consistencies can change (e.g dry sand to wet sand)
Shaving foam, paint, playdoh, glue
Adult narrates and facilitates the plan do review – where are you going now, what do you need, oh no, what are you going to do next, what do you need.
Give opportunities to teach and name and match colours red blue and yellow

Music

To join in with nursery/number rhymes and copy actions (see reading curriculum and C&L)
To explore and experience different sounds and objects as part of continuous provision.- link this into the phase 1 phonics outlined in C&L

Dance

Give experience of lots of different types of music and explore together how movements can be different linked to this.
Help children to share if they enjoy certain types of music.

Pretend play

Adults play a vital role in pretend play they need to
-narrate their pretend play to another
-extend and give storylines for play
-model using objects for a different purpose (e.g. banana for a phone)
-trying to choose objects to support play that are real
-altering the provision so it is varied and can evolve with where they or the child wants to take their play.
-playing alongside a child as the child.
-ensuring different ways to play, role play, in big loose parts areas
-showing children how to use a new resource that had been added to an area
- asking children to copy and help when an adult is engaging in a familiar everyday task

Check they can...

Creating with materials (Art)

<u>On entry</u>	<u>In December</u>	<u>In March</u>	<u>End of Year</u>
No Dvt Matters checkpoints	No Dvt Matters checkpoints	No Dvt Matters checkpoints	No Dvt Matters checkpoints
			In addition to this -Able to intentionally make marks

			-Will handle different textures comfortably (without distress - monitor for possible sensory issues)
Being imaginative and expressive (Music and Dance)			
No Dvt Matters checkpoints <u>In addition to this</u>	No Dvt Matters checkpoints	No Dvt Matters checkpoints	No Dvt Matters checkpoints <u>In addition to this</u> -Joins in with some actions linked to nursery/number rhymes.
Pretend play			
Observation checkpoint: Dvt Matters 18m old check they can: -Acts put familiar actions in play (18m) -Imitate day to day activities at home (18m)	No Dvt Matters checkpoints <u>In addition to this</u> Children show that they are involved in imaginative play e.g. using sound effects when playing with objects, pretending objects are something else (e.g. a cup for a telephone)	No Dvt Matters checkpoints <u>In addition to this</u> Previous assessment point, more sustained play -Talks to self during play, or is within their own narrative (although this may not be verbalised)	No Dvt Matters checkpoints <u>In addition to this</u> -Develop a role in imaginative play