



### EYFS Prime Area Endpoints

#### Personal, Social, Emotional Development Curriculum (PSED)

|             |         | Knowledge/Skills  | Vocabulary   |
|-------------|---------|---|--|
| Pre-Nursery | Block 1 | <ul style="list-style-type: none"> <li>Know my key person is here to help and support me.</li> <li>Know who can help me get my needs met.</li> <li>Know how to use gestures to communicate e.g wave.</li> <li>Know how to explore the familiar environment using resources for an intended purpose (e.g. spade for digging)</li> </ul>  | <ul style="list-style-type: none"> <li>Their own name</li> <li>Hello and goodbye</li> <li>Please and thank you</li> <li>Names of key people (e.g. mum, dad, teacher)</li> <li>Common items found in the classroom</li> <li>Name their belongings (e.g coat, bottle)</li> </ul> |
|             | Block 2 | <ul style="list-style-type: none"> <li>Know the names of common feelings (e.g. happy and sad)</li> <li>Know how to wait my turn for short periods of time with adult scaffold</li> <li>Know the names of my body parts</li> <li>Know how to select a resource to play with</li> <li>Know how to play alongside a peer</li> <li>Know about themselves physically (e.g black hair)</li> </ul>   | <ul style="list-style-type: none"> <li>Body parts (eg- nose, mouth, hair)</li> <li>Happy/sad</li> <li>Name some peers</li> <li>Verbs for common play actions (e.g. dig, run, play)</li> <li>Colour names</li> <li>My turn, your turn</li> </ul>                                |
|             | Block 3 | <ul style="list-style-type: none"> <li>Know how to initiate play with a familiar peer</li> <li>Know how to show care towards my environment (e.g. tidy up time)</li> <li>Know how to follow a simple class routine (e.g. morning transition)</li> <li>Know what they like and dislike</li> <li>Know how to engage in two way play</li> </ul>  | <ul style="list-style-type: none"> <li>I like...</li> <li>I don't like...</li> </ul>   |
|             |         | <b>END POINTS</b>   |  |
| Nursery     | Block 1 | <ul style="list-style-type: none"> <li>Know who their special people are</li> <li>Know it is safe to leave their special people and return to them</li> <li>Know how to gain the attention of others by showing them</li> <li>Know how to cooperate in routines</li> <li>Know how to seek others attention through shared play</li> <li>Know how to take turns with adult support</li> </ul>  |  |
|             | Block 2 | <ul style="list-style-type: none"> <li>Know how to show considerations for others (e.g. share a toy)</li> <li>Know how to negotiate in play</li> <li>Know how to seek others for play experiences or choose to play alone</li> <li>Know how to name their feelings</li> <li>Know I can have more than one friend</li> </ul>   |  |
|             | Block 3 | <ul style="list-style-type: none"> <li>Know how to see a task through to the end</li> <li>Know how to approach unfamiliar people</li> <li>Know how others may be feeling</li> <li>Know how to be a part of a team with adult support</li> <li>Know how to solve issues with the support of a key adult</li> <li>Know how to seek an adult to coregulate</li> <li>Know how to join in with established play</li> <li>Know how to follow the classroom routine</li> <li>Know the school rules</li> <li>Know about different types of food</li> <li>Know that drinking water is healthy for my body</li> </ul> | <ul style="list-style-type: none"> <li>Food names</li> <li>Feeling words</li> <li>Class rules</li> </ul>   |
|             |         | <b>END POINTS</b>   |  |

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|-----------|--------|--|--|
| Reception | Autumn | <ul style="list-style-type: none"> <li>• Know how to initiate conversation with others showing social constructs</li> <li>• Know how to build friendships</li> <li>• Know how to share their opinion</li> <li>• Know how to ask an adult for support to meet their needs</li> <li>• Know how to follow the class routine</li> <li>• Know how to take part in tidy up time routines</li> <li>• Know how to wash my hands</li> <li>• Know how to keep hydrated</li> <li>• Know how to dress and undress (e.g. coat, shoes)</li> <li>• Know how to follow simple instructions in regards to safety</li> <li>• Know how to behave in line with school rules for most of the time</li> <li>• Know how to use the toilet independently</li> <li>• Be able to recognise how other people feel and will try to do something about it, E.g "Ah, Josie sad. She needs a hug."</li> </ul> |  |
|           | Spring | <ul style="list-style-type: none"> <li>• Know how to seek an adults support during unresolved conflict</li> <li>• Know how to make safe risks in play (e.g. climbing)</li> <li>• Know it's ok to 'have a go'</li> <li>• Know how to identify right from wrong</li> <li>• Know we are all different and unique</li> <li>• Know that everyone can have different ideas</li> <li>• Know we have school rules to keep us safe</li> <li>• Know how to self regulate with some adult guidance</li> </ul>   |  |
|           | Summer | <ul style="list-style-type: none"> <li>• Know who their secure adults are and how they support them</li> <li>• Know how to cooperate with others</li> <li>• Know how to make a choice based on right and wrong</li> <li>• Know that we/others might make mistakes but we can learn from them</li> <li>• Know how to self regulate, seeking adult support where needed</li> <li>• Know how to persevere when not succeeding the first time</li> <li>• Know about healthy food choices</li> <li>• Know how our health can be impacted by fitness</li> </ul>  |  |
|           |        | <b>END POINTS</b>  |  |

**Physical Development Curriculum (PD)**

|             |         | Knowledge and Skills  | Vocabulary  |
|-------------|---------|---|---|
| Pre-Nursery | Block 1 | <ul style="list-style-type: none"> <li>• Know how to move their body parts in different ways</li> <li>• Know how to manipulate objects and use their body parts to change the location of objects</li> <li>• Move independently</li> <li>• Know how to turn handles and knobs.</li> <li>• Know how to make arm movements to make marks and strokes e.g with paint.</li> <li>• Develop pushing and pulling skills.</li> <li>• Show some control when walking and running.</li> <li>• Hold and drink independently from a sippy cup.</li> </ul>   | <ul style="list-style-type: none"> <li>• Body parts</li> <li>• Push, pull, stand, walk, move, sit, squat,</li> </ul>  |
|             | Block 2 | <ul style="list-style-type: none"> <li>• Know their actions have a purpose (making things move)</li> <li>• Know that they are able to manipulate a variety of tools with increasing confidence</li> <li>• Know they are able to move from different levels by climbing</li> <li>• Know the safety precautions when jumping and climbing</li> <li>• Know how to build a tower of three small blocks</li> <li>• Know how to make marks that may look like scribbles.</li> <li>• Show some control when riding a scooter and three wheeled bike.</li> <li>• Jump and am beginning to land appropriately.</li> <li>• Explore climbing equipment and am beginning to climb and pull myself up</li> </ul> | <ul style="list-style-type: none"> <li>• Body parts</li> <li>• Jump, climb, stretch, reach, squash, squeeze, roll</li> <li>• Names of tools</li> </ul>  |
|             | Block 3 | <ul style="list-style-type: none"> <li>• Understand what the toilet is used for and when.</li> <li>• Have an awareness of bodily functions and urges</li> <li>• Understand the use of some cutlery tools and begin to use these accordingly</li> <li>• Understand that stairs need to be used safely</li> <li>• I can make circular, vertical, horizontal strokes.</li> <li>• I can paint with some wrist action, makes dots, lines, circular strokes.</li> <li>• I can roll, pound, squeeze, and pull play dough.</li> <li>• I can self-feed with minimal assistance.</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Body parts (scientific names for private parts)</li> <li>• Toilet, poo, wee, toilet roll, soap, potty, underwear and other toilet related vocabulary</li> <li>• Knives, forks, spoons, plates etc</li> </ul> |

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|           |         | <ul style="list-style-type: none"> <li>•</li> </ul>   |   |
| Nursery   | Block 1 | <ul style="list-style-type: none"> <li>• Be aware of bodily functions and self care linked to this e.g. washing hands.</li> <li>•</li> <li>• Having and understanding of how to pull on clothing (e.g. pulling pants on).</li> <li>•</li> <li>• -Understanding the impact of the force when moving objects.</li> </ul> <p>I can use large movements to make marks</p> <ul style="list-style-type: none"> <li>• I can show increasing independence with dressing eg- -pulling pants up and down</li> <li>• I can begin to show control when playing with balls e.g kicking and catching.</li> </ul>  | <ul style="list-style-type: none"> <li>• Body parts (scientific names for private parts)</li> <li>• Toilet, poo, wee, toilet roll, soap, potty, underwear and other toilet related vocabulary</li> <li>• Knives, forks, spoons, plates etc</li> <li>• Stair, step, handlebar</li> <li>• Book, page, turn</li> </ul>   |
|           | Block 2 | <ul style="list-style-type: none"> <li>• Understand how to make a bike move.</li> <li>• Understand how to make choices in regards to the planned impact (e.g. selecting a jug to move the water into a container)</li> <li>• Having an awareness of how tools are manipulated to create various outcomes (e.g. cutting in different ways)</li> </ul> <p>I can make snips with scissors</p> <ul style="list-style-type: none"> <li>• I can hold a crayon with thumb and fingers (not fist)</li> <li>• I can show increasing control over fundamental movements such as running, hopping, crawling, skipping, jumping, walking, climbing etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Peddle, brake, handlebar, frame, seat, wheel</li> <li>• Hop, jump, skip, stand, balance, stop, pose, jump, land</li> <li>• Names of the resources provided</li> <li>•</li> </ul>   |
|           | Block 3 | <ul style="list-style-type: none"> <li>• Understand that they need to listen to others' ideas and respond accordingly</li> <li>• Understand how to move in sync with others while carrying large objects</li> <li>• Understanding that pressure and grip can affect the way tools work</li> <li>• Understand the use of one hand may be more comfortable than the other</li> </ul> <p>I can build tower of nine small blocks</p> <ul style="list-style-type: none"> <li>• I can copy circular patterns .</li> <li>• I can maultiplaute playdough e.g (rolls balls, makes snakes, cookies)</li> <li>• I can use my non dominant hand to assist and stabilize the use of object</li> <li>• I can show increasing independence with dressing such as zips and buttons .</li> </ul> | <ul style="list-style-type: none"> <li>• turn taking, waiting for your turn, It's... turn</li> <li>• dance, dance moves, actions, beat, music, perform</li> <li>• Names of equipment and tools</li> <li>• Name the actions made by the tools (e.g. snip, squash etc)</li> </ul> <p>Brush, teeth, toothpaste, sink, toothbrush, gums, mouth, tongue,</p> <ul style="list-style-type: none"> <li>• Soap, towel, tap, water, rub</li> <li>• Food, (avoid using vocabulary that portrays foods as being 'good or bad')</li> </ul> |
| Reception | Autumn  | <ul style="list-style-type: none"> <li>• Understand the effect external choices have on our body (e.g. food and health)</li> <li>• I can copy letters and shapes</li> <li>• I can begin to form numerals 0-5</li> <li>• I can show increasing control when use scissors.</li> </ul>   | <p>turn taking, waiting for your turn, It's... turn</p> <p>dance, dance moves, actions, beat, music, perform</p> <p>Names of equipment and tools</p> <p>Name the actions made by the tools (e.g. snip, squash etc)</p> <p>Brush, teeth, toothpaste, sink, toothbrush, gums, mouth, tongue,</p> <p>Soap, towel, tap, water, rub</p> <p>Food, (avoid using vocabulary that portrays foods as being 'good or bad')</p>   |
|           | Spring  | <ul style="list-style-type: none"> <li>• Need for safety</li> <li>• I can show increasing control when using balls in games.</li> <li>• I can show some awareness of safety when using larger equipments.</li> <li>• I can sit with the correct posture when sitting at a table.</li> <li>• I can write my own name.</li> <li>• I can use a knife and fork.</li> <li>• I can use one hand consistently in most activities</li> </ul>  | <p>Roll, walk, climb, duck, jump, skip, glide etc</p> <p>Slow, pacey, speedily, quickly, slowly, stop, go, pause</p> <p>Squirt, squeeze, thread, pull, push, rub, roll, snip, slice,</p> <p>Words related to good posture e.g. feet on the floor, back up straight</p> <p><b>strong, firm, gentle, heavy, stretch, reach, tense and floppy.</b></p> <p>Letter formation rhymes</p> <p>Build on vocabulary already used to explore health and hygiene</p>  |

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|  | Summer | <ul style="list-style-type: none"> <li>-Know facts that attribute to overall health (e.g. exercise etc)</li> <li>- understand the importance of oral hygiene<br/>I can cut on line continuously changing directions</li> <li>I can dress and undress independently</li> <li>I can follow rules and safety precautions when following routines (e.g. lining up etc)</li> <li>I can show growing control over letter formation and am beginning to develop my own style.</li> <li>I can show established control over gross and fine motor movements.</li> </ul> | <p>Build on and secure understanding of vocabulary already exposed to</p> <p><i>Example:</i> I wonder how fast you can slither through the tunnel. Can you gallop across the beam?</p> <p>Let's write c- curl around the caterpillar.<br/>I love how you have squeezed and twister the dough to make your minibeast.</p> |
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**Communication and Language Curriculum (CL)**

|                    |         | Knowledge and Skills   | Vocabulary |
|--------------------|---------|--|------------|
| <b>Pre-Nursery</b> | Block 1 | <ul style="list-style-type: none"> <li>Know at least 200 words.</li> <li>Know how to respond to simple questions and instructions. For example, 'where is your shoe?' and 'show me your nose'.</li> <li>Know simple action words (for example, 'kiss teddy' or 'dolly sleep').</li> <li>Know how to copy sounds and words.</li> <li>Say 50 or more single words, even though many of these are not very clear yet.</li> <li>Start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'.</li> <li>Know how to make the sounds of familiar animals eg: 'moo' for cows.</li> <li>Know when to use the names of the significant people in my life</li> <li>Know how to greet people- (hello, bye)</li> <li>Know how to say please and thank you in context.</li> <li>Know how to recognise when I'm feeling happy or sad</li> <li>Know how to listen for short periods to rhymes and stories.</li> <li>Know how to sing some songs/nursery rhymes.</li> </ul> |            |
|                    | Block 2 | <ul style="list-style-type: none"> <li>Know and use over 50 single words like 'juice', 'car'</li> <li>Know how to put short sentences together with two to three words, such as "more juice"</li> <li>Know how to ask simple questions such as "what that?", "who that?".</li> <li>Understand between 200 and 500 words</li> <li>Understand simple questions and instructions like "where's baby", "go and get your coat",</li> <li>Enjoy pretend play with their toys</li> <li>Ask questions like 'what's that?' or 'Where going?'</li> <li>Know how to apply the vocabulary I know, including naming parts of my body, colours and feelings.</li> <li>Begin to use my words to communicate my thoughts and ideas.</li> <li>Listen to and join in with some songs, nursery rhymes and familiar stories.</li> <li>Engage with some pretend play.</li> <li>Start to follow instructions of 3 words</li> </ul>   |            |
|                    | Block 3 | <ul style="list-style-type: none"> <li>Know a repertoire of songs, nursery rhymes, and vocabulary.</li> <li>Follow instructions.</li> <li>Answer who, what, where questions (blank level 2)</li> <li>Begin to use pronouns ('I, me, she, he') and prepositions ('in, on, under')</li> <li>Listen for a longer period of time ( story session, circle time).</li> <li>Re-call some parts of a story.</li> </ul>   |            |
| <b>Endpoints</b>   |         |  |            |
| <b>Nursery</b>     | Block 1 | <ul style="list-style-type: none"> <li>Know and listen to simple stories with pictures</li> <li>Understand longer instructions (2 step)</li> <li>Understand simple 'who', 'what' and 'where' questions</li> <li>Play other children and join in with play</li> <li>Play more complex imaginative games</li> <li>Know and use up to 300 words. They will use different types of words to do different things,</li> <li>Refer to something that has happened in the past</li> </ul>  |            |

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|           |         | <ul style="list-style-type: none"> <li>Put 4 or 5 words together to make short sentences, such as "me want more juice",</li> <li>Have clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'.</li> <li>Know the key points of a story.</li> <li>Switch my attention when my name is called.</li> <li>Use new vocabulary in the same context.</li> </ul>  |  |
|           | Block 2 | <ul style="list-style-type: none"> <li>Begin to understand why questions.</li> <li>Sing a variety of songs.</li> <li>Develop my use of tenses.</li> <li>Speak in longer sentences (6 words or more).</li> <li>Know words to express my thoughts and feelings.</li> </ul>  |  |
|           | Block 3 | <ul style="list-style-type: none"> <li>Ask lots of questions using words like 'what', 'where' and 'why'</li> <li>Know and discuss 'why' something has happened</li> <li>Use longer sentences and link sentences together, E.g. "I had pizza for tea and then I played in the garden"</li> <li>Describe events that have already happened, E.g. "We got dressed up and we went to the hall and sang songs. All the mummies and daddies did watch"</li> <li>Listen to longer stories and answer questions about a story they have just heard</li> <li>Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers</li> <li>Start to like simple jokes – though often their own jokes make little sense</li> <li>Start to be able to plan games with others</li> <li>Know and discuss key stories using sequencing of thoughts</li> <li>Know how to start a conversation and take turns to talk.</li> <li>Use sentences of four to six words – "I want to play with the cars".</li> <li>Understand why questions and am beginning to answer 'why' questions.</li> <li>Use future and past tense eg. I am going to the park. I went to the shop</li> </ul>            |  |
| Reception | Autumn  | <ul style="list-style-type: none"> <li>Sit and listen to a story and offer my thoughts and contributions.</li> <li>Use new vocabulary I have learnt in a variety of contexts. I can answer a variety of questions.</li> <li>Begin to use talk to help me solve problems.</li> <li>Use new vocabulary linked to a theme.</li> <li>Show an interest in fiction and Nonfiction books</li> </ul>  |  |
|           | Spring  | <ul style="list-style-type: none"> <li>Connect sentences using and, but, because.</li> <li>Confidently join in with a familiar rhymes from the repertoire I have developed.</li> <li>Beginning to retell familiar stories with confidence.</li> <li>Take turns in much longer conversations</li> <li>Enjoy listening to stories, songs and rhymes and will start to make up their own</li> <li>Re-tell stories they have heard in roughly the right order and using language that makes it sound like a story</li> </ul>  |  |
|           | Summer  | <ul style="list-style-type: none"> <li>Use sentences that are well formed, for example, "I had spaghetti for tea at Jamilia's house"</li> <li>Show interest in new words by asking what a new word means</li> <li>Use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant' and some speech sounds such as 'r' and 'th' may still be difficult</li> <li>Ask relevant questions or make relevant comments in relation to what they have heard</li> <li>Understand spoken instructions without stopping what they are doing to look at the speaker</li> <li>Understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'</li> <li>Understand words that describe sequences such as "first we are going to the shop, next we will play in the park"</li> <li>Use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations</li> <li>Use talk to help work out problems to organise their thinking and take part in activities</li> <li>Articulate my thoughts and ideas applying new vocabulary in and out of context</li> </ul> |  |