



Nursery	Reception	Y1
<u>COMMUNICATION AND LANGUAGE</u>		
<ul style="list-style-type: none"> ● Demonstrate attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them. ● Play alongside an adult, attentive as play is narrated ● Join in with favourite rhymes – some lines, words and actions. ● Engage in short periods of joint attention with books. 	<ul style="list-style-type: none"> ● Follow adult cues to listen. ● Know behaviours for successful listening. ● Participation in predictable texts. ● Recall a range of simple rhymes. ● Ask either/or questions. ● Participate in adult narration of independent learning. ● Recall and define specialist vocabulary ● Secure more complex rhymes ● Secure agreed rules for conversational turn taking in small and larger groups. 	<ul style="list-style-type: none"> ● Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently ● Discuss the significance of the text's title and events ● Recite some poems and rhymes by heart ● Participate in discussion about what is read to him/her, taking turns and listening to what others say ● Explain clearly his/her understanding of what is read to



- Participate with words, phrases or gestures as play is narrated.
- Begin to engage in simple dialogue about play.
- Accurately match environmental sounds to pictures
- Join in with longer sections of favourite rhymes – some lines, words and actions. Show pleasure in favourite elements of rhymes .
- Use back and forth conversations about play.
- Answer why questions.
- Remain attentive to the end of the book without prompts.

- Ask “Tell me more” to extend responses.
- Formulate and respond to “Why?” and “How” questions.
- Follow two step instructions.
- Recall and define specialist vocabulary
- Play with words and “funny” rhymes, including “add your own word” rhymes.
- Participate in very familiar stories as choric speech between narrator and characters.
- Add connectives on the end of simple responses to include detail or causative extensions.
- Tell entire familiar stories using sequenced illustrations as prompts.

him/her

- Say out loud what he/she is going to write about
- Compose a sentence orally before writing it
- Discuss what he/she has written with the teacher or other pupils
- Read aloud his/her writing clearly enough to be heard by the group and the teacher
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Use the language of time (including telling the time throughout the day first using o'clock and then half past)
- Describe position, direction and



- Anticipate the ending of familiar books.
- Know a few rhymes off by heart.
Express preferences for rhymes.

- Use talk to organise play, assigning roles, directing others, choosing resources.
- Ask and answer why questions.
- Join in with very familiar repeated sections in books.
- Comment on or answer questions about illustrations.
- Know a range of rhymes and express preferences.

- Teach new skills to others verbally and by demonstration.
- Tell familiar stories with dialogue using small world figures or puppets in role play with specific props.
- Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.
- Answer open ended or speculative questions.
- Process three step instructions.
- Generate original narratives using small world, figures or puppets or in role play with open ended props.
- Process language which includes challenging adjectives, verbs and

- movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside
- Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than
- In working scientifically, ask simple questions and recognise that they can be answered in different ways



- Able to talk about events now and in the past using appropriate tenses.
- Generate and complete causative sentences.
- Follow two part instructions..
- Begin to “read along” with very familiar books.
- Comment on books as they are being read.
- Have favourite books
- Know a wider range of rhymes.
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- positional vocabulary in instructions.
- Play games where they give instructions to each other.

- (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language)
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READING



<ul style="list-style-type: none"> ● Maintain focus on a short picture book shared with an adult until the end. ● Develop preferences for picture books and seek out adults to share them. ● Anticipate favourite sections as the book is shared. ● Hold books independently, opening to find pages of interest. ● Locate key features in illustrations . ● Turn the pages of books from beginning to end, noting items of interest along the way. ● Name pertinent features in book illustrations as a story is being 	<ul style="list-style-type: none"> ● Say a single sound for 20+ graphemes. ● Say all set 1 sounds. ● Working within all set 2 sounds. ● Read words by blending sounds with known graphemes, with help from the teacher ● Able to accurately track texts from left to right. ● Read some common exception words ● Respond to questions that require simple recall in a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group) ● Grasp and use a wider range of structures in books and use these to aid participation. 	<ul style="list-style-type: none"> ● Apply phonic knowledge and skills as the route to decode words ● Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes ● Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● Read many common exception words from (English appendix 1) ● Read words containing taught GPCs and -s, -es, -ing, -ed, -er
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<p>shared.</p> <ul style="list-style-type: none"> • Remain engaged from the beginning to end of short books. • Select books independently and locate aspects of interest within the pages. • Use all actions to map the pace and shape of a rhyme with some words and phrases. • Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. • Remain engaged from the beginning to the end of longer books. • Answer closed questions as a book is being shared. 	<ul style="list-style-type: none"> • Memorise and perform more complex action rhymes and nursery rhymes. • Read and blend CVC words with help from a teacher • Read and blend CCVC/ CVCC words with help from a teacher • Read and blend CVC words. • Read and blend CCVC/ CVCC words • Read accurately by blending the sounds in words with two and three known graphemes • Read accurately by blending the sounds in words with up to five known graphemes • Look for cues in illustrations to make predictions and recall information. 	<p>and -est endings</p> <ul style="list-style-type: none"> • Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending • Read other words of more than one syllable that contain taught GPCs • Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words
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- Recognise a few examples of environmental print such as shop logos and food labels
- Locate familiar books within a larger collection.
- Begin to participate in the repetitive features of very familiar books.
- Suggest what might happen next from memory.
- Answer how or why questions about a book.
- Know a few complete rhymes off by heart.
- Beginning to hear initial sounds
- Name and locate favourite books and give very brief descriptions of

- Recall key elements of books they have heard and read.
- Express preferences for books.
- Learn word play rhymes and more complex rhymes.
- Memorise and perform more complex action rhymes and rhymes.
- Understand cause and effect in books they have heard or read.
- Predict the development of the plot. Empathise with characters. Make links between texts.
- Predict the endings of books
- Access simple information books.
- Name book characters and describe their qualities. Articulate the dilemmas the characters face.

- Re-read phonically decodable books to build up fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences
- Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a



<p>plot elements or characters.</p> <ul style="list-style-type: none"> • Re-enact very short excerpts from favourite texts using puppets or small world figures. • Suggest what might happen next in unfamiliar books, drawing on the plot so far. • Distinguish between text and illustrations • Notice very familiar letter symbols in the environment such as letters from their name • Have a repertoire of known rhymes. • Complete a phrase with the final rhyming word. • Accurately claim familiarity with a small number of symbols • Begin to blend and segment CVC 	<ul style="list-style-type: none"> • Use the structure of rhyming texts to participate in a recall section of text. • Begin to explain his/her understanding of what is read to him/her. 	<p>small group)</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases • Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart • Develop pleasure in reading, motivation to read, vocabulary and
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<p>words</p>		<p>understanding by discussing word meanings, linking new meanings to those already known</p> <ul style="list-style-type: none">• Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher• Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading• Understand both the books he/she can already read accurately and fluently and those he/she listens to
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		<p>by discussing the significance of the title and events</p> <ul style="list-style-type: none">• Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done• Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far• Participate in discussion about what is read to him/her, taking turns and listening to what others say• Explain clearly his/her understanding of what is read to
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		<p>him/her</p> <ul style="list-style-type: none"> • Answer questions in discussion with the teacher and make simple inferences
<p>WRITING</p>		
<ul style="list-style-type: none"> • Recognise own marks made with a range of tools and grips. • Focus on marks as they are being created by a range of tools. 	<ul style="list-style-type: none"> • Identify or write the 20+ graphemes. • Say all set 1 sounds. • Working within all set 2 sounds. • To segment and represent CVC words with help from a teacher. 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others • Spell words containing each of the 40+ phonemes already taught



<ul style="list-style-type: none"> • Make continuous linear marks and other effects with hands and tools on a range of scales. • Make marks, including strings of symbols for others and ascribe meaning to them. • Use imitative writing during role play. • Demonstrate a hand preference. • Write symbols in an order which approximate to their name. • Begin to write own name and 	<ul style="list-style-type: none"> • To segment and represent CCVC/ CVCC words with help from a teacher. • To segment and represent CVC words. • To segment and represent CCVC/ CVCC words • Form correctly most of the 20+ lower-case letters • Make up his/her own phrases or short sentences to express his/her thoughts aloud about stories or their experiences. • Write labels, lists and captions with help from a teacher. • Writes labels, lists and captions. • Begin to break speech into words when writing. 	<ul style="list-style-type: none"> • Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • Spell a few common exception words (e.g. I, the, he, said, of) • Spell some common exception words • Spell the days of the week • Name the letters of the alphabet in order • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns
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<p>other letters which are recognisable to others</p>	<ul style="list-style-type: none"> • To write a simple sentence with the help of a teacher. • Use some sounds in sequence when writing independently. • Write simple sentences with tricky words, including those with digraphs. • To write a short sentence using phonic knowledge, tricky words based on their own ideas. • Independently write a short sentence that expresses his/her thoughts about stories or their experiences. with full stops. 	<p>and the third person singular marker for verbs</p> <ul style="list-style-type: none"> • Add prefixes and suffixes using the prefix un- • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest • Apply simple spelling rules and guidance, as listed in (English Appendix 1) • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Spell words by identifying the phonemes and representing the
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		<p>phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p> <ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly• Form most lower-case letters correctly• Form lower-case letters in the correct direction, starting and finishing in the right place• Form capital letters• Form digits 0-9• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these• Write sentences by saying out
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		<p>loud what he/she is going to write about, after discussion with the teacher</p> <ul style="list-style-type: none">• Write down one of the sentences that he/she has rehearsed• Write sentences, sequencing them to form short narratives (real or fictional)• Write sentences by re-reading what he/she has written to check that it makes sense• Discuss what he/she has written with the teacher or other pupils• Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher• Use regular plural noun suffixes -s
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		<p>or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p> <ul style="list-style-type: none">• Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper• Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat• Understand how words can combine to make sentences• Join words and clauses using and• Separate words with spaces• Use capital letters and full stops to demarcate sentences in some of
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		<p>his/her writing</p> <ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I • Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark •
<p>MATHS</p>		
<ul style="list-style-type: none"> • Compare small sets of objects by processing language “more than”. 	<ul style="list-style-type: none"> • Narrate the pattern of the school day using now, next, after 	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number



<ul style="list-style-type: none"> ● Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. ● Process simple positional vocabulary in the run of child-initiated play. ● Match pairs to demonstrate a secure grasp of commonality. ● Compare small sets of objects by processing language “more than” and “fewer than”. ● Count within and up to 5 with correspondence. ● Count sets to 5, applying the cardinal principle. 	<p>playtime, after lunch, before bedtime etc</p> <ul style="list-style-type: none"> ● Narrate the pattern of a day ● using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time ● Narrate the pattern of a week using today, tomorrow, yesterday ● Narrate the pattern of a week using the names of the days. ● Recognise commonality and make sets. ● Qualitative comparison of length and height ● To investigate, discuss and identify patterns ● Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on 	<ul style="list-style-type: none"> ● Count and read numbers to 100 in numerals ● Count and write numbers to 100 in numerals ● Count in multiples of twos, fives and tens from 0 ● Identify one more and one less of a given number ● Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ● Read and write numbers from 1 to 20 in numerals ● Read and write numbers from 1 to 20 in words ● Count in twos, fives and tens to
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<ul style="list-style-type: none"> ● Process language of everyday size during play. ● Process and use positional vocabulary in large scale physical play. ● Sort sets of objects such as building blocks into sets of identical members. ● Subitise within 3. ● Show sets on fingers within 5. ● Process and use positional vocabulary accurately in small world scenes and when building. ● Arrange 2D shapes, narrating choices with informal descriptions of properties.. 	<p>sight and counting the objects in larger groups up to 10.</p> <ul style="list-style-type: none"> ● Number composition to 5 ● Demonstrate an understanding that the last number counted represents the total number of the count. ● Count forwards to 10, naming the number after and counting on from a given number. ● Read and write numbers in numerals from 0 to 9. ● Count to 20, demonstrating that the next number in the count is one more and the previous number is one less. ● Use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and 	<p>solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives</p> <ul style="list-style-type: none"> ● Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones ● Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs ● Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs ● Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) ● Demonstrate an understanding of
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<ul style="list-style-type: none"> • Use everyday language to compare size • Solve everyday problems with numbers up to 5. • Process and use positional vocabulary accurately when out in the wider locality. • Talk about the properties of 3D shapes when building • Explore language based around Filling and emptying containers. • Explore language when creating structures or arrangements longer, shorter, taller, wider than mine. • Describe patterns on resources and in the environment using 	<p>indicate how many are now present.</p> <ul style="list-style-type: none"> • Count backwards within 10, understanding the number before and counting back from a given number • Demonstrate an understanding that the total number of objects changes when objects are added or taken away • Solve number problems involving the addition and subtraction of single-digit numbers up to 10. • Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$). 	<p>inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$)</p> <ul style="list-style-type: none"> • Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) • Represent and use number bonds within 20 • Represent and use subtraction facts within 20 • Represent and use subtraction facts within 20 • Add one-digit and two-digit numbers to 20, including zero • Subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that
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<p>everyday language or regularity and repetition to describe features</p> <ul style="list-style-type: none"> • Link numerals to sets of 1, 2 or 3. • Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty • Compare lengths by aligning and accurately identify longer, taller and shorter. • Process and use positional vocabulary accurately when describing book illustrations. • Continue an ABAB linear pattern with everyday objects. • Talk about things that have happened in the past. 	<ul style="list-style-type: none"> • Copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.) • Qualitative comparison of mass and capacity. • Design with 2D shapes. Make 2D shapes out of other 2D shapes • Design with 2D shapes – problems and properties. • Sort 2D shapes according to properties. • To understand the difference between a 3D shape and a 2D shape. • Make 3D shapes out of 2D shapes • To recognise 2D and 3D shapes within the learning environment. 	<p>involve addition, subtraction and missing numbers using concrete objects and pictorial representations</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a
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<ul style="list-style-type: none"> • Link numerals to sets within 5. • Predict changes in amounts in stories and rhymes, counting forwards and backwards • Use a few of their own symbols and marks to represent mathematical experiences. • Combine 2D and 3D shapes to make new shapes and narrate the effects created. • Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller • Correct an error in an ABAB pattern. 	<ul style="list-style-type: none"> • Sort 3D shapes according to properties. • Make a comparison of length and height using non-standard measures. • Demonstrate understanding of the composition of 10 by partitioning and recombining • Recall and apply double 1 to double 5 • Recall subtraction facts within 5 and apply • Recall evens and odds and apply • Notice and articulate patterns when counting. • Patterns on the 100 square. • Recall and apply doubles and halves within 10 	<p>quarter as one of four equal parts of an object, shape or quantity</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half • Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than • Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter • Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
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- Participate accurately in ABAB repeated patterns of actions.
- Talk about things that have already happened and things that are going to happen.
- Use terms day and night in relation to stories.
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- Continue and create more complex linear patterns.
- Explore, measure and compare mass and capacity using simple non-standard measures.
- To understand how to share an amount equally

- Measure and begin to record mass/weight
- Measure and begin to record capacity and volume
- Measure and begin to record time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half



		<p>past the hour and draw the hands on a clock face to show these times</p> <ul style="list-style-type: none">• Measure and begin to record length/height• Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles• Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres• Describe position, direction and movement, including whole, half, quarter and three-quarter turns
<p>PSED</p>		



- Form a secure bond with key worker and play in parallel, observing others and copying ideas.
- Select from a small range of resources on offer within a single activity.
- Become more outgoing with other adults in the setting.
- Begin to link up with others from their key worker group by holding hands and travelling to the same play area.
- Locate and bring additional resources to activities to achieve a

- Follow classroom routines including self help with clothing.
- Follow classroom expectations.
- Build a vocabulary around feelings.
- Define what makes me special.
- Follow wider school regimes
- Articulate and demonstrate teeth cleaning.
- Articulate and demonstrate handwashing and food preparation.
- Identify healthy ingredients in healthy snacks.
- Work in pairs to succeed in a challenge.
- Perform confidently to an audience in a simple adult

- Know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- Talk about good and not so good feelings and used vocabulary to describe his/her feelings to others
- Use simple strategies for managing feelings
- Know the importance of and how to maintain personal hygiene
- Name the main parts of the body (including external genitalia)
- Understand that household products, including medicines, can be harmful if not used properly
- Know rules for and ways of keeping physically and emotionally safe (including safety online, the



<p>particular goal.</p> <ul style="list-style-type: none"> • Follow rules with simple verbal prompts or visual reminders. • Take turns with verbal prompts from adults to pass over equipment. • Choose and locate the resources they need to achieve a goal. • Follow very simple rules to stay safe when visiting the wider locality with familiar adults. • Spontaneously take turns. Join in with simple discussions with an adult about how to make things 	<p>structured presentation.</p> <ul style="list-style-type: none"> • Articulate the rationale for school regimes and expectations. • Work in a small group on tasks like turn-taking games. • Articulate simple problem-solving approaches. • Make healthy snacks. • Work in a small group on tasks like turn-taking games. • Articulate how to solve simple problems. • Choose ingredients suited to healthy snacks. • Engage in more complex and extended turn taking games 	<p>responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)</p> <ul style="list-style-type: none"> • Know who to talk to if I am worried and how to attract their attention, ways that pupils can help these people to look after them • Know some things I can do to help people look after me • Recognise that he/she shares a responsibility for keeping his/herself safe; know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' • Communicate his/her feelings to others
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<p>fair.</p> <ul style="list-style-type: none"> • Choose the tools and materials they need to achieve a goal. • Develop ways to calm themselves and use these with adult support. • Follow rules without reminders. • Listen and talk to special visitors to the setting. • Contribute to decisions about room layout and resources. • Use play with another child to extend and elaborate ideas. • Accept simple resolutions suggested by adults and move on with play. • Use self-calming spontaneously. 	<ul style="list-style-type: none"> • Read facial expressions and body language and extending the vocabulary of emotions. • Articulating reasons for success or failure in a challenge. • Building strategies to make new friends. • Engage in games where different participants have different roles. • Build strategies to challenge undesirable behaviour towards others. 	<ul style="list-style-type: none"> • Learn to recognise how other feel and how to respond • Listen to others • Play and work with others • Know that his/her behaviour can affect other people • Learn to identify and respect the differences and similarities between people • Identify special people (family, friends, carers) , talk about what makes them special and how special people should care for one another • Know the difference between secrets and surprises and the importance of not keeping secrets that makes them feel anxious or uncomfortable
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- Carry out simple tasks requested to help someone else
- Use a small range of adjectives to describe the emotions of story characters and friends.
- Articulate simple rules to other children.
- Develop appropriate ways of being assertive.
- Use a wider range of adjectives to describe feelings of friends and characters in books and films..
- Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.

- Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- Recognise when people are being unkind and know some ways to respond, who to tell and what to say
- Recognise what is fair and unfair, kind and unkind, what is right and wrong
- Judge what kind of physical contact is acceptable
- Share his/her opinions on things that matter to him/her
- Contribute to the life of the classroom
- Help construct, and agree to



<ul style="list-style-type: none"> • Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe.. • 		<p>follow, group and class rules and to understand how these rules help me</p> <ul style="list-style-type: none"> • Know that he/she belongs to various groups and communities such as family and school • Know that he/she is unique • Know that money comes from different sources and can be used for different purposes • Show an understanding that people and other living things have needs
<p>PHYSICAL DEVELOPMENT</p>		
<ul style="list-style-type: none"> • Drive scooters, bikes and trikes by pushing feet.. 	<ul style="list-style-type: none"> • Stack, align and balance blocks of different shapes and sizes • Thread, peg, and sew on cards. 	<ul style="list-style-type: none"> • Begin to understand moving at different levels; low, medium, high, elevated



- Jump two feet to two feet on the spots. Jump down from a higher to a lower height.
- Travel by galloping with a leading foot.
- Run at speed in the outdoor space.
- Kick. Roll, chase and collect a ball.
- Copy some aspects of whole body action rhymes.
- Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.
- Run and freeze on command.
- Climb apparatus with alternate feet, using own hands for support.

- Cutting along lines,
- Participate in hand action songs
- Move safely in a large space, negotiating obstacles
- Change direction. Stop quickly.
- Stack, aligning, balancing with magnetic joints
- Join and separate small construction kit components by clicking and twisting.
- Dig with a range of tools
- Use squashing techniques including rolling pins to achieve desired effects.
- Cut and turn along outlines.
- Travel in different ways with control and coordination.
- Jump in different ways.

- Begin to move with different speeds
- Begin to handle a ball with some confidence
- Stop a ball with some control
- Send a ball in the direction of another person
- Prepare his/her body to receive a ball
- Copy and explore basic movements
- Balance with some control
- Begin to move in different directions
- Begin to explore ways to balance when stationary
- Run and recognise when I'm running at different speeds
- Jump from a standing position



<ul style="list-style-type: none"> • Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. • Copy most aspects of whole body action rhymes. • Make marks with large tools using arms and shoulders. • Hop on the spot and to travel.. • Use the toilet independently, managing clothing and washing hands without a reminder. • Copy all aspects of whole body action rhymes and challenges. • Make marks with different size pens with a palmer grip. • Drive tricycles by pedalling. 	<ul style="list-style-type: none"> • Use woodwork tools to cut and join safely and under supervision. • Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. • Control small games equipment when transporting, collecting and throwing. • Travel across more complex obstacle courses including changes of height. • Use woodwork tools to cut and join safely and under supervision. • Join with tape and glue. • Use fine mark-making tools to create texture and pattern. • Control printing tools to create a desired effect. 	<p>from one spot to another, beginning to think about the position of his/her feet</p> <ul style="list-style-type: none"> • Attempt to jump over small obstacles, beginning to think about the position of his/her feet
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- With an adult hand travel above floor height by walking or crawling.
- Using pincer movements to pick up small items or nip malleable materials.
- Post and thread.
- Imitate a tooth brushing routine.
- Take own coat off and put it on.

- Run at speed negotiating obstacles.
- Travel above floor height by slowing and controlling movement.
- Attempt some very simple fastenings when helping an adult with dressing and undressing.

- Move the body with control and coordination
- Dismantle objects and mechanisms using a range of hand actions.
- Control and steer a ball by hand.
- Aim, roll, track and collect a ball.
- Stack and align irregular and natural objects.
- Use hand moulding and building techniques with malleable materials.
- Control large scale tools
- Use fine pincer mark-making tools with precision.
- Use a range of tools to dismantle mechanisms.
- Bounce a ball on the spot or on the move.



<ul style="list-style-type: none"> • Drive ride on toys at speed, using the pedals and steering round obstacles. • Collaborate with others to transport large items safely.. • Copy adults to move in a variety of ways and play follow my leader . • Use a tripod grip to make marks, including enclosed spaces. • Repeat the same mark making movement with control and ascribe meaning to marks. • Use Scissors to safely make snips in a variety of materials 	<ul style="list-style-type: none"> • Roll or throw a ball underarm at a target. • Kick a ball at a target or to a friend. 	
<p>UNDERSTANDING OF THE WORLD</p>		
<ul style="list-style-type: none"> • Actively collect and enjoy 	<ul style="list-style-type: none"> • Describe changes of state. 	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made



<p>transporting materials.</p> <ul style="list-style-type: none"> ● Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. ● Sustain interest in action and reaction toys. ● Engage in joint attention with adults for short periods of time in respectful observations of living things. <ul style="list-style-type: none"> ● Use some very simple adjectives to describe the sensory properties of everyday materials. ● Respond appropriately to adult 	<ul style="list-style-type: none"> ● Name plants and parts of plants. ● Describe and represent the home in 2D and 3D, naming rooms and parts of the building. ● Know that children were babies in the past. ● Know that adults were children in the past. ● Know that adults can remember things from the past. ● Recycling household waste <ul style="list-style-type: none"> ● Describe changes to trees and woodland plants in autumn. ● Know and demonstrate how to plant bulbs. Predict how it will grow. 	<ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ● Identify and describe the basic structure of a variety of common flowering plants, including trees ● Observe changes across the four seasons ● Describe seasonal weather changes ● Observe and describe weather associated with the seasons and how day length varies ● Ask simple geographical questions e.g. what is it like to live in this place ● Use simple maps of the local area e.g. large scale, pictorial etc
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<p>guidance to treat living things with care.</p> <ul style="list-style-type: none"> • Improve techniques with a range of action and reaction toys • Make mechanisms such as pegboard cogs and other simple construction kit components such as wheels and axles work to a particular end. • Respond appropriately to adult guidance to treat living things with care. • Collect materials for a particular purpose and explain. 	<ul style="list-style-type: none"> • Describe family Christmas traditions • Describe and explain changes of state • Name some special buildings in our community and explain their function through role play and small world re-enactment. • Describe changes to trees and woodland plants in winter. • Describe and explain changes of state with water • Name locality features on a simple route to the library. • Describe and re-enact traditions from Chinese New Year celebrations. • Name some other special buildings in our community and 	<ul style="list-style-type: none"> • Use locational and directional language e.g. near and far, left and right to describe the location of features and routes • Link his/her own home with other places in the same local community • Know about some present changes that are happening in the local environment e.g. At school • Use simple fieldwork to study the geography of the school • Ask simple geographical questions e.g. what is it like to live in this place • Explain how he/she has changed since he/she was born • Place known events and objects in chronological order
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<ul style="list-style-type: none"> • Work alongside adults imitating their actions as they care for living things. • Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work • Actively explore the properties of everyday materials through spontaneous experimentation. • Demonstrate a range of actions with remote control toys. • Work alongside adults imitating their actions as they care for living 	<ul style="list-style-type: none"> • explain their function through role play and small world re-enactment. • Interpret Google Earth street view of the local area. Name features and navigate right and left turns online. • Identify similarities and differences between babies and four year olds. Describe how people change in the first four years of life. • Identify similarities and differences between four year olds and adults. Describe how people grow up and change. • Describe the roles of significant adults in the community. • Sequence the life of a baby animal 	<ul style="list-style-type: none"> • Sequence events and recount changes within memory
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things. Narrate, a stage at a time, the way a growing plant or animal is changing.

- Name family members in photographs
- Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.
- Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.
- Answer closed and anticipatory questions in simple adult led experiments about the properties

from hatching to maturity.

- Describe changes to trees and woodland plants in spring.
- Know and demonstrate how to grow seeds and care for seedlings.
- Name locality features on the route to a specific location.
- Draw and label geographical features on the route.
- Name physical features of a beach environment using secondary sources.
- Describe changes to trees and woodland plants in summer.



<p>of materials</p> <ul style="list-style-type: none"> • Use remote control toys to a particular end and explain how to do it. • Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. • Recognise self in baby photographs and relate simple family stories about babyhood. • Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing. • Describe and enact some of the roles of community figures • 	<ul style="list-style-type: none"> • Describe and recall the transition from caterpillars into butterflies. • Know and demonstrate how to nurture edible plants. • Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Compare physical features using aerial views. • Describe differences and similarities between beaches around the world, using photographs • Describe natural and manmade beach detritus and know the dangers to wildlife from man-made rubbish. 	
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EXPRESSIVE ARTS AND DESIGN		
<ul style="list-style-type: none"> • Use props, similar to the items they represent, appropriately, during simple domestic role play. • Use small world props in short non-verbal narratives. • Make marks with a wide range of tools and grips. • Begin to join in nursery rhymes 	<ul style="list-style-type: none"> • Stack, align and balance with bricks and blocks on a range of scales. • Draw familiar people from memory, with attention to detail. • Enact domestic routines and brief family narratives using props. • Mark the pulse of pieces of music using body percussion. • Copy, memorise and perform a repertoire of simple hand-action 	<ul style="list-style-type: none"> • Communicate something about themselves in drawing and paintings • Create moods in drawings and paintings • Name the primary and secondary colours • Explain which colours are needed to be mixed to make secondary colours • Draw lines of different shapes and



<ul style="list-style-type: none"> • Use props, similar to those they represent, appropriately during role play with simple dialogue. • Use small world props in simple stories with some narration. • Make marks with a wide range of tools and grips. • Begin to join in simple class songs • Recognises some environmental sounds • Use materials for a purpose. • Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. • Use figures from familiar stories 	<p>songs.</p> <ul style="list-style-type: none"> • Explore creating new colours by mixing pastels and paints; predict and narrate the effects. • Locate and reproduce geometric patterns in the urban environment. • Generate short narratives about the environment using small world props. • Mark the beat and imitate rhythms with tapping and striking instruments. • Perform a small repertoire of short repetitive songs. • Know further action songs and story ring games by heart. 	<p>thickness, using 2 different grades of pencil</p> <ul style="list-style-type: none"> • Create a repeating pattern by printing using a given technique • Cut, roll and coil materials such as clay, dough or plasticine • Find the pulse whilst listening to music and using movement • Recognise different instruments • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse • Copy and repeat a simple rhythm or melody • Understand that pitch describes how high or low sounds are • Understand that tempo describes how fast or slow the music is
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<p>and films to recreate short episodes.</p> <ul style="list-style-type: none"> • Use mark making tools to make enclosed shapes. • Uses claves to tap along to music <ul style="list-style-type: none"> • Use a wider range of objects as props in spontaneous story telling. • Create original stories with small world figures. • Join materials for a purpose. • Use mark making tools to make a range of enclosed shapes. • Accurately match environmental sounds to pictures. • Uses a variety of untuned 	<ul style="list-style-type: none"> • Create new colours by mixing primary colours. • Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. • Draw an imaginative character. • Retell episodes from a known story in role or small world play. • Pitch match during sections then whole melodies of four line songs. • Imitate more complex rhythm patterns with tapping instruments. • Dance with large arm movements using props – ribbon and fabric • Make considered choices to create mixed media or relief design in clay. • Speak and act in role, demonstrating recall of the jobs of 	<ul style="list-style-type: none"> • Understand that dynamics describe how loud or quiet the music is • Play untuned/percussion instruments musically • Sing song, chants, rhythms and raps musically with accuracy • Copy some dance moves with some control • Begin to understand moving at different levels; low, medium, high, elevated • Move depending on how the music makes him/her feel • Choose actions and link them together to create a simple dance with support
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<p>instruments to tap along to music</p> <ul style="list-style-type: none"> • Speak in role in simple story telling. • Join materials in a range of ways to make things for a purpose. • Use mark making tools with control to add detail to shapes. • Recognise and name some familiar instruments <ul style="list-style-type: none"> • Generate simple stories inspired by props. • Create original stories with small world figures, including dialogue • Use mark making tools to make 	<p>key members of the community.</p> <ul style="list-style-type: none"> • Draw single or a sequence of images from the imagination to illustrate a story. • Retell episodes from a known story with dialogue using small world figures or puppets • • Make increasingly detailed observational drawings and paintings of natural found objects and living things • Know how to join reclaimed materials to make objects with a purpose. • Print accurately with paint to 	
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<p>very simple representational drawings.</p> <ul style="list-style-type: none"> • Accurately match instrumental sounds to familiar percussion instruments. • Know by heart most of the words of simple repetitive songs and melodic nursery rhymes. • 	<p>achieve and effect and describe design choices.</p> <ul style="list-style-type: none"> • Select reclaimed materials to collage representationally or with a design idea and explain choices. • Move rhythmically on the spot and travelling, using hands or feet to mark the beat. • Echo simple short rhythmic phrases with untuned percussion. • Discuss the pitch contrasts in tuned percussion • Call and response songs • Create, describe and explain transient 2D or 3D designs or sculptures with natural materials 	
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out in the environment.

- Make detailed and accurate observational drawings of natural found objects and living things, including matching colours
- Shape and mould wet sand and clay with hand tools to create particular effects.
- Generate simple oral and enacted narratives with role play props or small world.
- Memorise short choreographed dance sequences to accompany songs in pairs or groups.
- Body percussion and instrumental sound effects to tell a story.

