

Communication and Language



Listening, Attention and Understanding

- Demonstrate 'focusing attention' by being able to focus and refocus their attention by themselves.
- Listen to others in one-to-one or small groups.
- Listen to familiar stories with increasing attention.
- Understand the use of objects.

Speaking

- Talk about experiences that are familiar to them.
- Confidently express a point of view using words and sentences involving four to six words.
- Start conversations with those around them.

Personal, Social and Emotional Development



Self-regulation

- Use talk and describe simple emotions – happy, sad, tired, etc. Recognising when they are feeling this way.
- See themselves as a unique and valuable individual.

Managing Self

- Show awareness of behaviour expectations and routines in the environment.
- Usually dry and clean throughout the day, and talk about when they are tired or hungry.
- Name and identify body parts.

Building Relationships

- Seek out others to share experiences and play opportunities.
- Know that words, hands and feet can be used kindly and unkindly.

Physical Development



Gross Motor Skills

- Climb stairs, steps and move across climbing equipment using alternate feet.
- Create lines and circles pivoting from the shoulder and elbow.
- Use their core muscle strength to achieve a good posture when sitting on the floor or at a table.

Fine Motor Skills

- Use a range of tools and equipment in one hand. E.g. paint brush, hairbrush, toothbrush etc.
- Use loop scissors to make snips in paper.
- Show a preference for a dominant hand.

Literacy



Comprehension

- Listens to and joins in with stories and poems, when reading one-to-one and in groups.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Word Reading

- Read Write Inc. Read single-letter Set 1 sounds. 16 sounds known.
- Know that print carries meaning.
- Recognises own name and familiar logos

Writing

- Give meaning to the marks they make when drawing or painting.
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.

Mathematics



Numerical Pattern and Number

- Early Mathematical Experiences
 - Classifying objects based on one attribute
 - Matching equal and unequal sets
 - Comparing objects and sets
 - Ordering objects and sets

Pattern and Early Number

- Recognise, describe, copy and extend colour and size patterns
- Count and represent the numbers 1 to 3
- Estimate and check by counting

Understanding the World



Past and Present

- Understand a simple timeline of events that happen within a day.
- Talk about present events in their own life.

People, Culture and Communities

- Talk about members of their immediate family and community.
- Name people who are familiar to them.
- Understand and talk about what makes them unique.

The Natural World

- Understand the difference between the indoors and outdoors.

Expressive Arts and Design



Creating with Materials

- Block Play – Stage 3: Bridges and passageways.
- Explore colours and use them with accuracy when drawing or painting.
- Use tools for a purpose.

Being Imaginative and Expressive

- Join in with moving, dancing and ring games.
- Tap out simple repeated rhythms.
- Experiment with instruments, exploring the sounds they make and how these can be changed.

Religious education is at the heart of the curriculum

Teaching and learning through...wonder, awe, playing, exploring,
active learning, creating, and thinking critically.

Communication and Language



Listening, Attention and Understanding

- Listen to familiar stories with increasing attention and recall.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Show understanding of prepositions such as under, on top, behind.

Speaking

- Understand and respond appropriately to 'what' questions.
- Retell a simple past event in correct order.
- Use talk in pretending that objects stand for something else in play.

Personal, Social and Emotional Development



Self-regulation

- Use talk to describe more complex emotions – angry, worried, and excited, etc.
- Recognise and manage their own feelings, socially and emotionally.

Managing Self

- Manage their own personal hygiene needs, including toileting and handwashing.
- Understand that brushing their teeth regularly is important for their oral health.

Building Relationships

- Know that people are different to themselves.
- Develop particular friendships with other children showing an awareness of another point of view.

Physical Development



Gross Motor Skills

- Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Revise and refine fundamental movement skills such as; rolling, walking, running, hopping etc.
- Dress and undress independently.

Fine Motor Skills

- Manipulate and use a range of tools in one hand competently, safely and confidently. E.g. pencils, brushes etc.
- Begin to use the correct pencil grip for writing – modified tripod/tripod grip.
- Use anticlockwise movement and retrace vertical lines.

Literacy



Comprehension

- Show awareness of the way stories are structured.
- Use vocabulary that is increasingly influenced by their experiences of books and poems.
- Describe main story characters in increasing detail.

Word Reading

- Read Write Inc. Read all Set 1 sounds; blend sounds into words orally. 25 sounds known.
- Know that print is read from left to right, top to bottom.

Writing

- Write their own name and simple VC, CVC words.
- Write recognisable lowercase letters using the correct formation rhyme from the sounds known.
- Write for a purpose including greeting cards.

Mathematics



Numerical Pattern and Number

- Numbers within 6
 - Count up to six objects.
 - One more or one fewer
 - Order numbers 1 – 6
 - Conservation of numbers within six
- Addition and subtraction within 6
 - Explore zero
 - Explore addition and subtraction
- Measures
 - Estimate, order compare, discuss and explore capacity, weight and lengths
- Shape and sorting
 - Describe, and sort 3D shapes
 - Describe position accurately

Understanding the World



Past and Present

- Talk about the lives of familiar people.
- Comment on images of familiar situations in the past.

People, Culture and Communities

- Describe people who are familiar to them.
- Remember and talk about significant events in their own experience.
- Talk about similarities and differences between themselves.

The Natural World

- Describe what they see, hear and feel whilst outside.
- Ask questions about the natural world.

Expressive Arts and Design



Creating with Materials

- Block Play – Stage 4: Enclosures
- Explore colour and how colours can be changed to develop greater accuracy when drawing or painting.
- Create simple drawings.

Being Imaginative and Expressive

- Sing to self and makes up simple songs.
- Engage in imaginative play, based on own ideas or experiences.
- Play alongside other children who are engaged in the same theme.

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Communication and Language



Listening, Attention and Understanding

- Demonstrate 'two-channelled attention' by maintaining focus on an activity but also listening to what is being said without stopping.
- Respond to instructions with more complex elements.

Speaking

- Understand and respond appropriately to who, when and where questions.
- Use intonation, rhythm and phrasing to make the meaning clear to others.

Personal, Social and Emotional Development



Self-regulation

- Express a wide range of feelings in their interactions with others.
- Demonstrate increasing resilience and perseverance.

Managing Self

- Follow behavioural expectations with little support from adults.
- Understand and talk about what a sensible amount of screen time is and that this is important for their mental health and wellbeing.

Building Relationships

- Recognise and talk about what makes a good friend and describe the attributes of this such as; listening, sharing etc.

Physical Development



Gross Motor Skills

- Grasp and release with two hands to throw and catch a large ball or object.
- Jump off an object and land appropriately using hands, arms and body to stabilise and balance.
- Talk about different factors that support their overall health and wellbeing.

Fine Motor Skills

- Use two-hole scissors to cut along a variety of straight and wavy lines.
- Use a knife and fork to cut up food to an appropriate size.
- Hold a pencil effectively with comfortable tripod grip to form recognisable letters.

Literacy



Comprehension

- Describe main story settings, events and principal characters in increasing detail.
- Re-enacts and reinvents stories they have heard in their play.
- Show awareness of listeners' needs when re-enacting stories.

Word Reading

- Read Write Inc. Blend sounds to read words; read short Ditty stories. 31 sounds known.
- Recognise familiar words such as family names or that of their friends.

Writing

- Write recognisable lowercase letters using the correct formation rhyme of the sounds known.
- Write for a purpose including lists and invitations.

Mathematics



Numerical Pattern and Number

- Numbers within 10
 - Count up to ten objects
 - Represent, order and explore numbers to ten – One more or fewer, one greater or less
- Calendar and time
 - Days of the week, seasons
 - Sequence daily events
- Addition and subtraction within 10
 - Explore addition as counting on and subtraction as taking away
- Grouping and sharing
 - Counting and sharing in equal groups
 - Grouping into fives and tens
 - Relationship between grouping and sharing

Understanding the World



Past and Present

- Talk about past and present events in their own life, and those of familiar people.

People, Culture and Communities

- Describe and talk about special times or events for family or friends.
- Show an interest in different occupations and ways of life.

The Natural World

- Make observations of animals and plants and explain why changes occur.

Expressive Arts and Design



Creating with Materials

- Block Play – Stage 5: Symmetry and patterns
- Develop own ideas and decide which materials to use to express them.
- Use a variety of techniques to join materials.

Being Imaginative and Expressive

- Listen, move to and talk about music.
- Watch and talk about dance and performance art.
- Use available resources to create simple props to support play.
- Play instruments with increasing control.

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Communication and Language



Listening, Attention and Understanding

- Follow instructions and directions without any visual prompts or cues.
- Demonstrate active listening during conversations through eye contact and non-verbal responses.

Speaking

- Understand and respond appropriately to why and how questions.
- Use talk to explain what is happening and anticipate what might happen next.

Personal, Social and Emotional Development



Self-regulation

- Talk about how others might be feeling.
- Recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others' feelings.

Managing Self

- Understand and talk about good practices with regards to exercise, eating, sleeping and hygiene. Knowing this can contribute towards good overall health
- Have a balanced diet.

Building Relationships

- Show an understanding other people's needs, wants and behaviours.
- Express their opinion and understand everyone can have a different opinion.

Physical Development



Gross Motor Skills

- Move freely and with confidence making changes to body shape, position and pace of movement.
- Show understanding of the need for safety when tackling new challenges, considering and managing some risks.

Fine Motor Skills

- Use two-hole scissors to cut around an object, image or template.
- Develop a simple handwriting style, forming lowercase letters accurately.

Literacy



Comprehension

- Suggest how a story might end or provide alternative endings to familiar stories.
- Accurately anticipates key events and responds to what they have heard with relevant comments, questions or actions.

Word Reading

- Read Write Inc. Read Red Storybooks. 35 sounds known.
- With an adult, reads books to build confidence and enjoyment.

Writing

- Write recognisable lowercase letters that have the correct start point from the known sounds.
- Write for a purpose including creating their own stories and books.

Mathematics



Numerical Pattern and Number

- Number patterns within 15
 - Count up to 15 objects and recognise different representations
 - Order and explore number patterns to 15 – One more or fewer
- Doubling and halving
 - Relationship between doubling and halving
- Shape and Pattern
 - Describe and sort 2D and 3D shapes
 - Recognise, complete and create patterns

Understanding the World



Past and Present

- Explore similarities and differences of the past and present by looking at photographs and artefacts.

People, Culture and Communities

- Understand that some places are special to members of their community.
- Recognise and respect that people have different beliefs and celebrate special times in different ways.

The Natural World

- Show an understanding of growth, decay and changes over time, including the changing seasons.

Expressive Arts and Design



Creating with Materials

- Block Play – Stage 6: Early representational, functional and naming of structures
- Use a variety of tools, safely and competently for a purpose.

Being Imaginative and Expressive

- Use available resources to create representations of both imaginary and real-life ideas, events, people and objects.
- Sing as part of a group, increasingly matching the pitch and following the melody.

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Communication and Language



Listening, Attention and Understanding

- Understand humour within rhymes and jokes.
- Listen and respond to ideas expressed by others.

Speaking

- Understand a range of complex sentence structures including negatives, plurals and tense markers.
- Express ideas confidently using past and present tense in extended sentences.

Personal, Social and Emotional Development



Self-regulation

- Talk about how others might be feeling and respond accordingly with words or actions.
- Show the ability to persist and persevere in the face of challenge.

Managing Self

- Consistently model behavioural expectations.
- Understand and demonstrate how to be a safe pedestrian and talk about why this is important.

Building Relationships

- Proactive in seeking adult support and able to articulate their wants and needs.
- Be flexible and cooperate with others' based on needs and wants.

Physical Development



Gross Motor Skills

- Run, move and negotiate space with increasing skill, adjusting speed or changing direction to avoid obstacles.
- Consistently use core muscle strength to maintain a good posture when sitting at a table.

Fine Motor Skills

- Know how to thread and sew using materials such as laces.
- Consistently hold a pencil and use it effectively to write lowercase letters, most of which are correctly formed.

Literacy



Comprehension

- Follow a story without any picture or props.
- Understand and respond to 'why' and 'how' questions linked to key events within a story or non-fiction text.

Word Reading

- Read Write Inc. Read Green Storybooks; read some Set 2 sounds. 35 sounds known.
- Reads books to build confidence, fluency, understanding and enjoyment.

Writing

- Write recognisable letters that have the correct start point and direction, both upper and lowercase.
- Letters are of an appropriate size for the purpose.
- Write simple sentences.

Mathematics



Numerical Pattern and Number

- Securing addition and subtraction facts
 - Commutativity – Explore addition and subtraction
 - Compare two amounts
- Number patterns within 20
 - Count up to 10 and beyond with objects
 - Represent, compare and explore numbers to 20
 - One more or fewer
- Number patterns beyond 20
 - One more one less
 - Estimate and count
 - Grouping and sharing
- Money
 - Coin recognition and values
 - Combinations to total 20p
 - Change from 10p

Understanding the World



Past and Present

- Talk about similarities and differences between things now and in the past, drawing on their own experiences.

People, Culture and Communities

- Recognise some environments that are different from the one in which they live.
- Draw information from a map.

The Natural World

- Talk about the features of their own immediate environment and how environments might vary from one another.

Expressive Arts and Design



Creating with Materials

- Block Play – Stage 7: Later representational, complex and symbolic
- Draw with increasing complexity and detail.
- Develop their own ideas through experimentation with different materials.

Being Imaginative and Expressive

- Chooses particular movements, instruments, colours and materials for their own imaginative purposes.
- Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

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Communication and Language



Listening, Attention and Understanding

- Demonstrate 'integrated attention' by shutting out unwanted and unrelated information and concentrating only on what is necessary.
- Follow a story without pictures or props.

Speaking

- Introduce a storyline or narrative into their play.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Personal, Social and Emotional Development



Self-regulation

- Attempt to repair a relationship or situation where they have caused upset and understand how their actions impact other people.
- Manage their feelings and tolerate situations in which their wishes cannot be met.

Managing Self

- Practice some appropriate safety measures without direct supervision.
- Have an established and consistent daily pattern in relation to eating, toileting and sleeping routines.

Building Relationships

- Take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.

Physical Development



Gross Motor Skills

- Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Handle tools, objects, construction and malleable materials safely and with control and intention.

Fine Motor Skills

- Develop a handwriting style which is fast, accurate and efficient.
- Consistently hold a pencil and use it effectively to write uppercase and lowercase letters, most of which are correctly formed.

Literacy



Comprehension

- Demonstrate understanding when talking with others about what they have heard.
- Respond to 'how' and 'why' questions about their experiences and feelings in response to stories.

Word Reading

- Read Write Inc. Read Green or Purple Storybooks. 41 sounds known.
- Independently engages with books and reading materials, drawing on their phonic knowledge to decode words.

Writing

- Write recognisable lowercase and uppercase letters that have the correct start point and direction.
- Write short sentences using a capital letter and a full stop.

Mathematics



Numerical Pattern and Number

- Measures
 - Describe capacities
 - Compare volumes
 - Compare weights
 - Estimate, compare and order lengths
- Exploration of patterns within number
 - Explore numbers and strategies
 - Recognise and extend patterns
 - Apply number, shape and measures knowledge
 - Count forwards and backwards

Understanding the World



Past and Present

- Talk about similarities and differences between things now and in the past, drawing on what has been read to them.

People, Culture and Communities

- Talk about the similarities between life in this country and life in other countries.
- Understand that some places are special to members of their community.

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments.

Expressive Arts and Design



Creating with Materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.

Being Imaginative and Expressive

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.

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