

Rec	Contexts	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
ELG		<p><u>Listening. Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<p><u>Gross Motor</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor</u></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p><u>Self Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p><u>Numerical patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><u>Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>
Au1	<p>Movement</p> <p>Trips: Local area</p> <p>O U R S E L V E S  / F A M I L I E S</p>	<p>Follow adult cues and know behaviours for successful listening. Participate in predictable texts. Recall simple nursery rhymes. Participate in adult narration of independent learning. Recall, define and use new vocabulary. Develop social phrases. Answer who, what, where, when, how questions. Use complete sentences when talking about ideas. Recognise rhyme words in stories. Follow three step instructions. Able to talk about events in the now and past using appropriate tenses.</p>	<p>Use a knife and fork independently. Stack, align and balance blocks of different shapes and sizes. Thread, peg, and sew on cards. Cut along lines. Beginning to use a pencil effectively and ascribe marks. Copy letters when writing. Move safely in a large space, negotiating obstacles. Finds a space when asked/ change direction. Stop quickly and can change speeds. Can move in simple ways such as, crawling, walking, rolling and running. Carries a large object up and down steps. Move forwards, backwards, left and right. Line up and queue following simple verbal and visual reminders. Manage their own toileting routines, including handwashing.</p>	<p>Identify healthy food. Be confident to try new activities and show independence. Talk about likes, dislikes and family members. Follow classroom routines including self help and clothing. Follow classroom expectations. Distinguish between healthy food choices and treats. Define what makes you special. Build vocabulary around feelings. To learn how to keep yourself safe from strangers. Understand hand washing routine to keep us healthy. Wash hands with some prompting.</p>	<p>Develop book-like vocabulary and language structure. Understand the way stories are structured. (Beginning, middle and end). Recall key elements of books they have heard. Articulate the dilemmas the characters have faced. Counts and claps syllables in one to five syllable words. Knows some phoneme and grapheme links. Repeat three phonemes or syllables in order. Blends and segments CVC words. Find two pictures that go together to make a compound word. Use marks or some letters for meaning. Write names from memory. Hear and say initial sounds in a word. Predict the element of the plot and empathise with characters. Name book characters and their qualities.</p>	<p>Count objects saying numbers names in order. Matching one number to each item and say how many in total. (To 10) Say how many objects there may be before counting. Children to identify representations of 1, 2 and 3. Children make marks to represent numbers 1,2,3. Children can understand one more and less to 3 and can represent this. Children explore the composition of numbers 2 and 3. Narrative the pattern of the school day using now, next, after playtime, after lunch, before lunch, hometime etc. Recognise commonality and make sets. Compare sets. E.g. same, more, fewer. Make patterns with various rules. Children are to create their own patterns. Children notice deliberate mistakes when patterns are made. Understanding of properties of 2D shapes. Understand and use positional language.</p>	<p>Describe changes of state with ingredients and clay. Name plants in allotment harvest. Explain the home in 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. Knows how objects cast a shadow. Explores how light travels through different materials. Children name family members in detail. Identify similarities and differences between babies and four year olds. Describe how people change throughout their lives.</p>	<p>Children can work with others to create a piece of artwork. Explain what they would like to make before they make it. Draw familiar people from memory. Make the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Enact domestic routines and brief family narratives using props.</p>

<p><b>Au2</b></p> <p><b>M Y W O R L D / C E L E B R A T I O N S</b></p>	<p>Apparatus</p> <p>Trips: Library walks</p>	<p>Learn more complex rhymes and songs. Secure agreed rules for conversation turn taking in small and large groups. Answer either/or questions. Use questions why and how. Follow 3 step instructions. Describe events in some detail. Recall, define and use new vocabulary.. Recognise words that rhyme.</p>	<p>Cut a curved/angled line without moving the paper. Stack, aligning, balancing with magnetic joints Join and separate small construction kit components by clicking and twisting. Use squashing techniques including rolling pins to achieve desired effects. Beginning to be able to write some letters independently. (Not always correctly formed.) Move by hopping and climbing. Travel in different ways with control and coordination. Jump in different ways and land appropriately when jumping from an apparatus. To be able to line up without standing to close or touching others with support. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p>	<p>Follow wider school regimes. Articulate and demonstrate teeth cleaning. An understanding of what makes a good sleep routine. Articulate and demonstrate handwashing and food preparation. Identify healthy food. Work in pairs to succeed in a challenge. Perform confidently to an audience. Share and cooperate with friends in play. Understand how to be safe when walking in the local environment. (Being a safe pedestrian) Distinguish between healthy food choices and treats.</p>	<p>Understand the difference between fiction and non-fiction. Detect rhyming words and match two words that rhyme from a choice of three when there is a different syllable structure. E.g. Candle, handle, hat. Sort objects/words based on the number of syllables they contain. Detect odd one out on an alliterative word string. I can sort by initial sounds. Can blend 4 phoneme words, CCVC, CVCV, VCV. Write labels Aware that words start with the same phoneme. Understand some vocabulary from stories/poems/non fiction. Know the sounds of the letters in my name. Knows 5 common exception words. Write CVCs words with support.</p>	<p>Play games which involve quickly revealing and hiding numbers of objects. Children have a clear understanding of the number 4 and 5. (Count, subitise and match numeral to quantity) Counts forwards and backwards to 5. One more and one less to 5. Recognise and write numbers to 5 Understand and compare properties of 2D shapes. Combine shapes to make new shapes. E.g. 2 triangles to make a square. Children talk about night and day and order key events in their daily routines. Use language to describe when events happen. Children measure time in simple ways. E.g. counting the number of sleeps.</p>	<p>Describe changes to trees and woodland plants in autumn. Enjoy exploring other cultures and traditions. Describe family Christmas traditions. Describe and explain changes of state with chocolate. Name some special buildings in our community and explain their function through role play and small world re-enactment. Interpret Google Earth street view of the route between school and the home. Name features and navigate right and left turns on line.</p>	<p>In a group, children can critique other children's artwork. Understand the primary colours. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs and song ring games by heart Generate short narratives about the environment using small world props.</p>
<p><b>Sp 1</b></p> <p><b>P E O P L E W H O H E L P U S</b></p>	<p>Gymnastics/ apparatus</p> <p>Trips: To local businesses Eg Library, post office etc.</p> <p>Chinese NY Easter Mothers day</p>	<p>Create your own rhyming string. Add connectives on the end of simple responses to add detail.. Participate in familiar stories. Talk about plots, events and characters. Engage in non fiction books talking about the vocab. Children talk about problems and come up with ideas to solve them. Recall, define and use new vocabulary.. Answer "tell me more" to extend responses.</p>	<p>Cut around a simple shape. Weave, thread and tie. Beginning to use the correct letter formation of letters. Can move by skipping. Travel across simple obstacle courses. Climb and balance on simple apparatus. Uses good posture when using apparatus. With support be able to show precision and accuracy on apparatus. Travel across more complex obstacle courses including changes of height. Recognise body changes during exercise. Carry and control small equipment. Travel across simple obstacle courses</p>	<p>Articulate rationale for school routines and expectations. Work in a small group on tasks like turn taking games. Articulate simple problem solving approaches. Make healthy food. Express own feelings using descriptive language and talk about others feelings. Washes hands at key points in the day and after toileting, without being prompted.</p>	<p>I add a word which rhymes to a rhyming string and generate my own. Independently detect alliterative words during sorting activities. Discriminate and name phonemes at the end of words. Knows that there is a word within a longer word. E.g. Cat in caterpillar. Discriminates between similar letters. Writes CVC words independently. Write labels, lists and captions. (With support).</p>	<p>Children show fingers all at once without counting An understanding of zero and all gone. Comparing two numbers to 5. Subitise to 5. Count out a smaller number from a larger group. E.g. Give me 8. Children have a clear understanding of the number 6, 7 and 8. (Count and match numeral to quantity) Count forwards and backwards to 8. Recognise and write numbers to 8. Understand that a pair is two objects. Awareness that some quantities have an odd one left over. Combine two groups to find out how many altogether. Use language to compare weight and height. Use measuring equipment and objects. Use vocabulary to describe when events happen. E.g. yesterday, today and tomorrow.</p>	<p>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. Enjoy exploring other cultures and religions. Name some other special buildings in our community and explain their function through role play and small world re-enactment. Awareness of how school buildings/transport have changed over time. Awareness of the Royal Family.</p>	<p>Children can critique their own artwork. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Dance/move with large arm movements using props- ribbon and fabric. Retell episodes from a known story in a role or small world play. Understand secondary colours. Begin to mix primary colours together.</p>
<p><b>Sp 2</b></p> <p><b>C A R E E R S / A M B I T I O N S</b></p>	<p>Dance</p> <p>Trips: To local businesses Eg Library, post office etc.</p>	<p>Tell entire familiar story using sequenced illustrations as prompts. Answer open ended or speculative questions. Use sequence words to describe events in detail. Talk about non fiction texts developing new vocabulary. Mostly use correct tense when talking. Recall, define and use new vocabulary from this term.</p>	<p>Cut more complex figures. Use tools to cut and join safely under supervision. Use precision and accuracy when using dance movements. Move in time with music and can stop, start, fast and slow. Follow a sequence of dance moves. Control small games and dance equipment when transporting, collecting and throwing. (Outdoors) Play a simple ball game, understanding the rules (Outdoors) Line up without support.</p>	<p>Work in a small group on tasks like turn taking games. Articulate how to solve a problem. Talk to each other about their work and play reflecting on their own and others work. Understand the importance of staying safe online.</p>	<p>Understand and use some vocabulary from stories/poems/non fiction. Write two words that rhyme. Use syllable skills to read mutli- syllabic words. Discriminate and name phonemes in middle of words. Write full name. Knows 10 common exception words. Write labels, lists and captions. Write a simple sentence including common expectation words. (Supported)</p>	<p>Subitise 5. Count out a smaller number from a larger group. E.g. Give me 8. Children have a clear understanding of the number 9 and 10. (Count and match numeral to quantity) Count forwards and backwards to 10. Children use 1:1 correspondence to count to 10. Order 3 or more quantities to 10. Number bonds to 10 using real objects. Recognise and write numbers to 10. Recite numbers past 20. Use language to compare length and capacity. Begin to understand the properties and names of 3D shapes. E.g. similarities and differences of 3D shapes. Explore more complex patterns. ABB, AAB, AABB, AABBB.</p>	<p>Interpret Google Earth street view of the route between school and other buildings. Name features and navigate right and left turns on line. Describe the roles of significant adults in the community. Name locality features. Draw and label geographical features on the route. Share and discuss career ambitions. Explore magnets and use simple terms to describe objects that are attracted to them.</p>	<p>Use a range of strategies to combine or join objects. Make considered choices to create mixed media or relief design in clay. Listen to and join in with a variety of music.e.g. Different music from around the world. Memorise short choreographed dance sequences to accompany songs in pairs or groups. Move rhythmically on the spot and travelling. Uses hands, hands or feet to mark the beat. Speak and act in role, demonstrating recall of the jobs of key members of the community. Retell episodes from a know story with dialogue using small world figures or puppets</p>
<p><b>Su 1</b></p>	<p>Ball skills</p>	<p>Tell familiar stories with dialogue using small world/role play props.</p>	<p>Can cut other things than paper.</p>	<p>Engage in more complex turn taking games.</p>	<p>Recall some facts from a non- fiction text. Discriminate and name digraphs in words.</p>	<p>Count and identify numbers to 20. Recognise number patterns to 20. E.g</p>	<p>Enjoy exploring other cultures and religions.</p>	<p>Children can adapt their artwork after critique.</p>

A N I M A L S	Trips: Beach  Natural world  Eid Fathers day	Memorise rhymes and incorporate body percussion/instruments for performance. Answer open ended or speculative questions. Process 4 step instructions. Use problem solving words and phrases in explanations. Talk about what happens in illustrations and relate to own experiences. Recall, define and use new vocabulary.	Use tools to cut and join safely and under supervision. Join with tape and glue. Use fine mark-making tools to create texture and pattern in materials Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Control by aiming, rolling, patting and kicking. Catch a ball with two hands and stop one when rolling.	Read facial expressions and body language, extend vocabulary of emotions. Articulate reasons for success/failure in challenges and stories. Talk about their feelings and opinions in a set task. Beginning to show understanding of their own and others feelings and the impact their behaviour can have on these.	Blend words with 5 phonemes. Write a simple sentence including common expectation words. (independently) Use capital letters, full stops and spaces in my sentences.	numbers 1 to 9 repeat after every full 10. Count forwards and backwards to 20 from different starting points. Can say what comes before and after a given number to 10. Children use real objects to see if a group can be changed by adding more. Children use mathematical adding and subtracting in mathematical stories and meaningful contexts. Understand that quantities change when items are taken away. Completes jigsaw and shape puzzles where they can rotate shapes. Use positional language. Understand that shapes can be combined and separated to make new shapes.	Describe changes to trees and woodland plants in spring. Sequence the life baby bird from hatching to maturity. Tell the story of the life of David Attenborough.	Make increasingly detailed observational drawings and paintings of nature found objects and living things. Discuss the pitch contrasts in percussion. Call and response songs. Be able to make colours to make them lighter and darker.
Su 2   G R O W I N G  &  C H A N G E	Team games  Trips: Beach  Natural world  Eid Fathers day	Use vocabulary learnt from stories/non fiction/rhymes when offering explanations. Generate original narratives using small world, props or in role play. Make comments and ask questions to clarify understanding Process language which includes challenging adjectives,verbs and positional vocab in instructions. Recall, define and use new vocabulary.	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark-making clay tools with precision. Control large scale gardening tools including watering cans. Use the correct letter formation of letters. Children can change speed and direction when playing games. Jump over a rope when skipping Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. Balance an object when walking E.g. egg and spoon.	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour. Children to explain how they have dealt with problems and emotions. Talk about strategies they use.	Understanding sentences/short stories which they have read. Use vocabulary learnt from stories/poems/non fiction. Use syllable skills to write longer words. Knows 20 common exception words. Write a short composition with more than one sentence. (Capital letters and full stops).	Know that double means twice as many. Build doubles using real objects and tens frames. Say what double a number is to 5. Children know odd and even numbers to 10. Children can recognise numbers to 20. Children can make equal groups and share fairly. Use positional language. Make maps and plans to represent places.	Describe changes to trees and woodland plants in summer. 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. Understanding of the concept of floating and sinking. Recycling household waste kow what materials can be recycled and why its important.	Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Create, describe and explain transient 2D or 3D designs or sculptures with natural and non natural materials. Shape and mould wet sand and clay with hand tools to create particular effect. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Generate simple oral and enacted narratives with role play props or small world.

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<b>Au1</b>  O U R S E L V E S  /  F A M I L I E S	Movement  Trips: Local area  Diwali Xmas Harvest Hanukkah	Respond to and use 4 or 5 word phrases. Use/ask more complex questions. Use past and present tense. Join in and pay attention when the group is singing rhymes. Join in with songs and rhymes using some words, gestures and props. Play alongside an adult, attentive as play is narrated. Begin to follow instructions at a 3 word level.	Can use gross/fine motor skills to follow instructions to adapt and change dough. Can follow rhythmic patterns and instructions when moving to music. Uses construction materials to build with purpose and can tell an adult what they are building, eg. my house, a castle. Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance. Uses a range of simple tools with support. Makes single snips with scissors Simple ring games Understand the vocabulary of movement. E.g. Gallop and slither. Hop on the spot and to travel. Run and freeze on command. Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. 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.	Notifies when another child is hurt/upset and tries to help/give comfort. Build on independent tooth brushing skills and general dental hygiene. Take off and put on outdoor clothing with some independence, eg hat, shoes, coat. Beginning to form own friendships and a preference for playing with those with similar interests. Form a secure bond with key worker. play in parallel with children observing and copying ideas. Select from a small range of resources. Follow simple rules with adult support.	Join in with actions/words of a rhyme Keep a steady beat alongside others using musical instruments. Distinguish between different instrumental sounds. Maintain focus on short picture book Hold books independently,turn pages noting items of interest along the way Find my name from a choice of names Answer closed questions as a book is shared. Recognise familiar logos shops,food,toys.	Compare small sets of objects by processing language “more than”. 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. To sort similar objects based on colour. ( 1 property)	Recognise self in baby photographs and relate simple family stories about babyhood. Name family members in photographs. Actively collect and enjoy transporting materials. Follow adult prompts to explore simple sensory properties of everyday materials. Sustain interest in action and reaction toys. Observe living things with adult support.	Make marks with a wide range of tools and groups. Explores a range of materials and can develop ideas given to them. Children begin to give meaning to the marks they make. Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Identify a wider variety of less familiar environmental sounds. Name some percussion instruments and describe the sounds in simple terms.
<b>Au2</b>  M Y  W O R L D  /  C E L E B R A T I O N S	Apparatus  Trips: Library walks	Join in with favourite rhymes/songs using some lines, words and actions. Listen to a short book in a group with some joint attention. Participate with words,phrases or gestures as play is narrated. Begin to use vocabulary linked to familiar books. Begin to express points of view using words and actions.	Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Make marks with large tools using arms and shoulders. Understand how to handle simple tools safely. Can stand on one leg and hold a pose. Crossing the midline activities. Climb apparatus with alternate feet, using own hands for support.	Become more outgoing with other adults and children in the setting. Locate and bring additional resources to activities to achieve a goal. Carry out tasks e.g. give out the milk Talk about what the characters are feeling. Adult support with hand washing.	Know a few complete rhymes off by heart Can blend compound words e.g. foot - ball Copy a simple rhythm containing 1/2/3 beats using claps/body percussion. Can distinguish between environmental sounds. Name some pertinent features in book illustrations as the story is shared. Recognise my own name. Match the letters of my name. Answer questions about a story? ( What, where, when)	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. 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.	Begin to talk about family routines. Use simple adjectives to describe sensory properties of everyday materials. Understanding of what jobs their family members do. Respond appropriately to adult guidance to treat living things with care. Act out and describe aspects of culture celebrations in simple terms. Use ipads to take photos. Investigate light and dark. Explore freezing and melting.	Explores a range of materials and are beginning to develop their own ideas independently. Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Hear and respond verbally or through spontaneous movement to a wide range of pieces from various sources, composers and cultures from over the years. Demonstrate understanding of clear changes in dynamics and tempo with hand gestures and body actions.
<b>Sp 1</b>  P E O P L E  W H O  H E L P  U S	Gymnastics/app aratus  Trips: To local businesses Eg Library, post office etc.  People who help us  Chinese NY Easter Mothers day	Join in with favourite rhymes/songs using some lines, words and actions. Show pleasure in singing. Begin to engage in simple dialogue about play. Use vocabulary linked to stories they have read. Understand and follow instructions at a 3 word level when the objects are elsewhere.	Use the toilet independently, managing clothing and washing hands without a reminder. Use a fork and spoon independently. Make marks with different size pens with a palmer grip. Independently choose simple tools for a purpose. Holds paper whilst snipping with scissors Travel under,over and through obstacles. Choose movements which are appropriate to the apparatus. Travel safely with support on equipment Climb apparatus using alternative feet. Complete parachute games. Bowl, roll, chase and collect, tyres and barrels.	Talk about own feelings. Follow classroom rules with simple verbal prompts or visual reminders. Take turns with adult prompts. Choose and locate resources they need to achieve a goal. Explore new environments with adults for support.	Have a repertoire of rhymes Fill in the gap during a rhyme Orally blend 2 syllable words e.g. co -fee, ta-ble Clap out 1 -3 syllable words Match sounds to objects. Mimic reading some elements of a story when looking at the book independently. Remain engaged from beginning to end of longer book.	To be able to sort by two properties(At different times) 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. Use everyday language to compare size Use spatial awareness words in play. Introduce simple measurement vocabulary.	Collect particular materials for a purpose. Make mechanisms such as pegboard cogs and their simple construction kit components. Children begin to understand the role of key workers. Talk about family customs. Work alongside adults imitating their actions as they care for living things. Understand some similarities and differences between people.	Use mark making tools to make enclosed shapes. Children are able to give meaning to their marks. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Uses figures from familiar stories and films to recreate short episodes. Sing entire or almost entire short songs including nursery rhymes, songs from television programmes and popular songs, although variations in pitch may be limited. Demonstrate preferences for songs. Merge elements of familiar songs with improvised singing.
<b>Sp 2</b>	Dance	Use back and forth	Using pincer movements to pick up	Follow simple rules to stay safe when	Find it funny when you make	Solve everyday problems with numbers up to	Describe and enact some of the roles	Explores a range of materials and can

C A R E E R S  /  A M B I T I O N S	Trips: To local businesses Eg Library, post office etc.  Families from the past. Past/present people.	conversations in play. Answer and ask why questions. Remain attentive to the end of a book without prompts. Anticipate the ending of a book. Know a few rhymes off by heart, express preference for rhymes. Begin to use longer sentences during play.	small items or nip malleable materials. Post and thread. Use large muscle movements to wave dance equipment. Remember a simple sequence of movement relating to music Copy adults to move in a variety of ways. Copy all aspects of whole body action rhymes and challenges. Drive tricycles by pedalling. With an adults hand, travel above floor height by walking or crawling.	visiting local areas with support from familiar adults. Take turns with other children sharing resources with support. We Join in with simple discussions with an adult about how to make things fair. Choose the tools and materials they need to achieve a goal. Develop ways to calm themselves and use these with adult support. Show confidence in new environments. Imitate a tooth brushing routine.	a mistake during a rhyme or rhyming string Orally blend 3 syllable words Count the number of syllables in words containing 1-3 syllables Participate in repetitive features of familiar books. Suggest what might happen at the end of a book. Copy some letters from my name. Know what sound my name starts with	5. Process and use positional vocabulary accurately when out in the wider locality. Talk about and explore 3D shapes. Process language to Fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.(AB pattern)	of community figures. Collect materials for a particular purpose. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Begin to talk about similarities and differences between people.	develop their ideas independently. Use mark making tools to make a range of enclose shapes Join materials for a purpose. Use a wider range of objects as props in spontaneous storytelling. Create original stories with small world figures. Create own short song-phrases, perhaps using a familiar tune or changing some words. Create sounds in vocal sound games.
Su 1  A N I M A L S	Ball skills  Trips: Beach  Natural world  Eid Fathers day Independence day  Shavuot	Use talk to organise play, assigning roles, directing others and choose resources. Join in with repeated refrains. Comment on and ask questions about illustrations. Begin to use scientific vocabulary to talk about the environment. Express points of view using words and can begin to debate when they disagree. Understand 4 word level instructions.	Weave materials into frames. Develop techniques for working simple mechanisms. Makes some marks and begin to ascribe some meaning. Makes consecutive cuts forward direction tearing the paper. (Scissors) Run at speed negotiating obstacles. With adult support, take own coat off and put it on, including zips. Throw a ball to an adult with no adult support. Kick. Roll, bat, chase and collect a ball.	Follow rules without reminders. Listen and talk to special visitors in school. Contribute to 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. Carry out simple tasks requested to help someone else. Use small range of adjectives to describe emotions of story characters and selves. Follow a tooth brushing routine.	Find it funny when you make a mistake during a rhyme or rhyming string and can offer the correct word Orally blend a cvc word when the vowel is split e.g. ca-t, c-at Enjoys stories and songs containing alliteration Answer why and how questions about a book. Give brief descriptions of plot elements/characters favourite books. Lift less obvious meaning from pictures. Aware that some words start with the same sound as my name. Recognise print in the environment. Write my name with support when needed	To be able to sort by two properties at the same time. Link numerals to sets of 1, 2 or 3. Recite numbers past 5 and know the last number reached when counting tells the total. Use 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. Make comparisons between size and length	Actively explore the properties of everyday materials through spontaneous experimentation. Independently care for living things. Talk about the way a growing plant or animal is changing. Beginning to use sentences to describe sensory play.	Use mark making tools with control to add details to shapes Join materials in a range of ways to make things for a purpose. Speak in role in simple story telling. Selects instruments to create sound effects in stories. Listen and respond to others in pair or group music making. Play instruments with control to illustrate changes in dynamics and tempo.
Su 2  G R O W I N G  &  C H A N G E	Team games  Trips: Beach  Natural world  Eid Fathers day Independence day  Shavuot	Understand and answer why questions. Able to talk events in the now and past using appropriate tenses. Generate and complete causative sentences. Begin to read along with familiar books. Comment on books as they are being read and recall key events. Have favourite books. Know a wider range of rhymes. Use vocabulary and ask questions when investigating. Use sentences of up to 6 words. Express points of view and debate when they disagree. Begin to use linking words in sentences e.g. because Follow 4 word level instructions including size, colour and position.	Can move in a variety of ways and can adapt movements to suit surroundings Begin to cut with purpose eg. attempt to follow patterns on cutting sheets. Use a knife and fork independently. Use a tripod grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Can complete a simple obstacle course. Can follow simple directions to complete a team game. Balance a beanbag on my head Can balance an object when walking E.g. scoop and ball Drive ride on toys at speed, using the pedals and steering round obstacles. Collaborate with others to transport large items safely. Compete in simple team games with adult support. Play follow my leader in a small group, imitating a range of gross motor movements.	Begin to understand healthy food choices. Begin to dress independently Managing own hygiene independently including toileting. Remember rules of the classroom. Can wash and dry their hands thoroughly and talk about why this is important.	Match words that rhyme in games including rhyming lotto Blend at an onset-rhyme level e.g. sh-ark, p-ark I find it funny when you produce alliterative word strings Know that print is read left to right top to bottom. Understand the concept of a word and that in a sentence it has a space before and after. Distinguish and name parts of a book. Write some letters from memory Introduce beginning, middle, end. .	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. 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. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen, using sequence language. Use terms day and night in relation to stories. Use informal mathematical language to describe 2D and 3D shapes. Make comparisons between weight and capacity.	Describe and represent living things in different ways. Talk about properties in the outdoor environment. Answer questions in simple adult led tasks linking to the properties of the outdoor environment. Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys. Order the cycle of a living thing using pictures. Explore materials which float and sink. Uses equipment to investigate E.g. ipads and magnifying glasses.	Add emotions in their drawings/paintings. Use drawings to represent movement or loud noises Uses mark making tools to make very simple representations. Generate simple stories inspired by props. Create original stories with small world figures, including dialogue. Play short repeated rhythms on instruments. Follow or lead others as conductor to stop and start music.

2's	Contexts	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Au</b> <b>O</b> <b>U</b> <b>R</b> <b>S</b> <b>E</b> <b>L</b> <b>V</b> <b>E</b> <b>S</b>  / <b>F</b> <b>A</b> <b>M</b> <b>I</b> <b>L</b> <b>L</b> <b>I</b> <b>E</b> <b>S</b>	Movement  Trips: Local area  Diwali Xmas Harvest Hanukkah	Make needs known using gestures,sounds and single words. Watch or play alongside an adult. Process or produce one word naming vocabulary during play. Engage with books as an adult reads 1:1. Maintain attention during a very short rhyme. Understand simple words and phrases in context. Understand a simple instruction. Select familiar objects by name. Focus on an activity of own choice.	Show an interest in helping with nappy changing. Children to try a range of foods. Build with a few blocks, knock over and rebuilds Collect and move resources in baskets, bags or boxes. Fill containers with collections of little objects and tip out. Push chunky small world toy vehicles along a chosen route. Arrange sturdy small world animals and figures. Use very simple action and reaction toys. Squeeze and prod dough. Tears paper Bounce and nod in response to music. Push transporter toys. Move ride on toys by pushing with feet. Squat and push a large ball away. Jump with both feet off the ground Fit themselves into large boxes and move around in them. Beginning to become more confident with climbing equipment. (Tumble play)	Manage to separate from carer. Form secure relationships with key worker. Follow simple routines with prompts and support. Develop or demonstrate play preferences. Come willingly to share snack with familiar adults. Confident to try new activities with support from familiar adults. Lift drinking objects up and suck through a straw	Enjoy songs and rhymes. Enjoy sharing a book 1:1 with an adult. Hold mark making tools and draw freely.	Combine objects like stacking cups and blocks  Put objects inside each other and take them out again  Children to play freely with building materials  Interested in number rhymes/songs  Interested in shape sorting activities.  Children engage in play using shapes. E.g. construction, playdough.	Adults to support children in sensory play experiences. Recognise photos of themselves and family. Begin to name parts of the body. Join in with action Rhymes ( Head, shoulds, knees and toes) Begin to talk about who is their family. Name pet animals	Make marks unintentionally. Explore paint using fingers and other parts of their bodies. Children are beginning to explore a range of media which they can make marks in. Pretend that one object represents another during role play. Identify simple and common environmental sounds. Move to a familiar popular music with spontaneous actions Use simple actions to mirror change and development in familiar music. E.g. Action rhymes such as lying still and jumping up and down in ‘see the bunnies sleeping.’ Creates sounds by banging, shaking and tapping.
<b>Sp 1</b>  <b>P</b> <b>E</b> <b>O</b> <b>P</b> <b>L</b> <b>E</b>  <b>W</b> <b>H</b> <b>O</b>  <b>H</b> <b>E</b> <b>L</b> <b>P</b>  <b>U</b> <b>S</b>	Gymnastic s/apparatus  Trips: To local businesses Eg Library, post office etc.  People who help us  Chinese NY  Easter  Mother’s Day	Join in by repeating words/phrases as an adult narrates play. Develop book preferences and seek an adult to share a story. Say the last word in lines of a simple rhyme. Ask and understand simple questions about play and routines. Use simple sentences up to 3 words. Develop pretend play. Point to correct parts of pictures in stories and activities. Discriminate familiar sounds in the environment and name it.	Help with nappy changing. Children know in advance when they need to wee. Children can communicate when wet or soiled. Children are beginning to have good eating habits. E.g. Not snatching. Work in partnership with an adult to help with outdoor clothing Explore very simple joints and mechanisms in everyday objects and construction kits. Squeeze, thump and flatten dough. Use small figures and vehicles with control in play, positioning and balancing. Fill and empty containers with water and sand, using cups, scoops, spoons and spades. Use hammering games with increasing accuracy. Shows an interest in scissors. Increasingly attempt more risky play such as climbing with adult support. Tap and slap on the ground or on knees to accompany rhymes and songs. Run in open spaces. Squeeze inside small spaces. Jump face to face with an adult holding hands. Attempt to kick a large ball. Move and transport large objects such as bowling tyres and barrels and pushing wheelbarrows. Move ride on toys on short journeys by pushing feet, including scooters. Climb a few stairs independently.	Greet key workers and other peers/adults on arrival. Separate confidently from carer. Anticipate routines through simple statements and questions. Show awareness of others during parallel play by watching. Help an adult with a task. Use simple eating and drinking equipment. Develop and articulate snack preferences. Build a wider range of play preferences. Participate in simple domestic role play imitating actions and routines. Make choices from limited options either by gesture or words. Encourage children to express feelings and adults to model words to explain what the feelings are. Children to engage in simple turn taking games with an adult.	Join in with some actions/props/noises during songs and rhymes. Pay attention to pictures and words in books. Develop book preferences. Repeat words and phrases from a familiar or favourite book. Draw lines and circles.	Use some number words when playing.  Complete inset puzzles.  Explore objects of different weight and size during play.  Match objects that are the same. E.g pairing socks.  Follow a simple routine and anticipate what happens next.  Use the language of ‘more’ during snack time and play  Beginning to Identify shapes and colours.  Give one or two things to an adult.	Begin to be interested in reaction and action toys. Children to express themselves in response to textures, sounds, smells and tastes. Jump in puddles. Begin to talk about who is special to them (2 /3 word phrases).	Starts to make marks intentionally Explores paint using brushes Say some colour names. Children explore a range of media independently and are beginning to decide how to use them. Beginning to play alongside other children who are involved in imaginative play. Make sound patterns as they play and enjoy adults imitating or joining in with these. Sing to and with toys and props. Join in with very simple chants and songs. Join in with patterned language in story books. Join in repeated phrases of longer songs. Sing phrases of popular songs or advertisement jingles.
<b>Su 1</b>  <b>A</b> <b>N</b> <b>I</b> <b>M</b> <b>A</b> <b>L</b> <b>S</b>  / <b>G</b> <b>R</b> <b>O</b> <b>W</b> <b>I</b> <b>N</b> <b>G</b>	Ball skills  Trips: Beach  Natural world  Eid Fathers day Independence day  Shavuot	Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions. Attempt pronouns, plurals and prepositions. Follow instructions with 2/3 information carrying words /phrases. Respond to and use 3 or 4 word phrases. Use multisyllabic words e.g. banana. Ask simple questions. Use past and present tense. Use verbs in sentences. Match a sound to a picture of its origin.	Show an interest in toilet training asking adults for help. (Children may have the occasional accidents) Children are involved in changing routines. Wrestle with more challenging mechanisms such as screw lids and more complex construction kits. Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc Change the shape and texture of dough with hand actions to achieve an effect Use pressure to cut dough precisely with knives and cutters. Combine malleable materials and loose parts, showing pleasure in effects created. Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip. Use hands to make sounds with very simple non-tuned Percussion. Open and close scissors. Move across a simple adult designed obstacle course with adult narration and physical support where necessary. Commando crawl and slide on tummy under low barriers. Jump from a higher to a lower level holding adult hands. Begin to pedal a wheeled toy. Climb and jump more daringly. Pour accurately with buckets large jugs or watering cans into large containers. Kick a large ball, chase and collect. Joins in with other children’s movement play. Clap and stamp to music. Begin to manage buttons and zips (Undoing with adult support). At snack time can help with carrying, cleaning and sorting.	Initiate interaction or respond to others during play, linking up with those who have similar preferences. Actively seek adults to help with tasks around setting. Show concern when another child is hurt or upset. Talk in simple terms about the feelings of characters in stories. Participate in domestic role play with some words and short phrases. Help to set up snacks and can pass food and items to friends. Take off and put on your own outdoor clothing with some support when required. Demonstrate curiosity when exploring wider school site or local areas using familiar adults as a base. Make a choice from options e.g. songs Engage in turn taking with an adult and another child. Introduce simple tooth brushing skills	Join in with longer phrases in songs and rhymes. Sing songs independently. Begin to ask simple questions about a book/comment on a book. Develop play around favourite stories using props. Notice some print such as name and logos/communicate in print signs.	Take part in finger rhymes with numbers.  Use some counting words, sometimes skipping numbers.  Children use some spatial awareness words. E.g. Ontop, up, down, under.  Use language of size and weight in everyday context. E.g. Big, small, littler, heavy, high, low, tall.  Notice patterns and arrange things in patterns.  Understand the same, not the same and nearly the same when matching two objects.  Complete a simple jigsaw.  Name simple 2D shapes and colours. ( 2 shapes).	Use toys to get specific action Name sea creatures Follow adult props to explore simple everyday materials. Begin to offer comments about different people. Begin to talk about the same and different. Say who else is in their family. (Not in their house) Notices features of objects in their natural environment EG: Plants & animals Name farm animals.	Uses other tools to explore paint. Sometimes give meaning to the marks they make. Sometimes use colour names accurately. Children use all senses to explore a range of media. Children make simple models, which express their ideas. Experiment with ways of making sounds with instruments, changing the dynamics and tempo. Play instruments in novel ways to produce different kinds of sounds. Show control in holding and playing simple percussion instruments.