

Early Years Long Term Planning 2023-2024

Area of Learning	Autumn 1-7 weeks (5/9-21/10)	Autumn 2-8 weeks (31/10-22/12)	Spring-15 weeks (9/1-10/2)	Spring 2-7 weeks (20/2-6/4)	Summer 1-5 weeks (24/4-27/5)	Summer 2-7 weeks (5/6-21/7)
General Themes	Autumn-signs and noticing changes. Harvest All about me	Autumn into Winter Bonfire, Remembrance day Celebrations-, Birthday, Hannukah, Divali, Advent, Christmas	Winter- signs and noticing changes. Chinese new year Valentines day	Winter into Spring Mother's day Pancake day Lent easter	Spring-signs and noticing changes. -growing Eid al fitr	Summer - signs and noticing changes. Father's day Eid al-adha Key stage trip
Key learning What we want the children to know/do Pre-school-new learning	<ul style="list-style-type: none"> To recognise the signs of Autumn To explore the changing season and how this impacts people and animals 	<ul style="list-style-type: none"> Find out about key historical events and why and how we celebrate today? Remembrance Day, bonfire, 	<ul style="list-style-type: none"> To recognise the signs of Winter To explore the changing season and how this impacts people and animals To explore the festival of Chinese new year and how this differs from their new year celebrations 	<ul style="list-style-type: none"> To recognise the signs of spring To explore the changing season and how this impacts people and animals 	<ul style="list-style-type: none"> Talk about and understand changes in their own lifetime, by creating a personal timeline. 	<ul style="list-style-type: none"> To recognise the signs of summer To explore the changing season and how this impacts people and animals To explore the celebration of Eid year and compare this to Christian celebrations-what is the same/different
Reception-spiral curriculum-re visiting/ (unless new to reception) prior learning and building on	<ul style="list-style-type: none"> To explore the festival of harvest and how this has changed over time 	<ul style="list-style-type: none"> Begin to ask questions and use , different sources to find answers including books To explore the different festivals of light and compare to more well-known Celebrations such as birthdays and Christmas-how are they the same/ different 	<ul style="list-style-type: none"> Begin to ask questions and use , different sources to find answers including books 		<ul style="list-style-type: none"> Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories 	<ul style="list-style-type: none"> Begin to ask questions and use , different sources to find answers including books
Vocab	Autumn, seasons, cloudy, cold, shower, raining hail, puddles, windy, conker, leaf, acorn, falling, change Harvest, crops, famer, vegetables, fruit	Remember, past, present, celebrate Festival, same, different	Festival, new year, china	Spring, season, grow, new life, warm, sunny, showers, rainbows, flowers	Change, lifetime, timeline, past, before	Summer, season, change, hot, sunny, storms, thunder, lightning, holidays Celebration, same, different, Muslim, Islam
Key stage 1 links	Who am I?	Celebrations	Polar animals	Plants and animals where we live		holiday
Pre-school	All about me-transition	Colour, Light and Dark	Teddy bears picnic	Where in the world Compare different animal habitats	Animals-animals and their young Lifecycles Butterfly, Seed, Frog	Travel- Transport past and present People who help us-linked to transport
Key learning What we want the children to know/do	<ul style="list-style-type: none"> To understand what a family is and begin to know families can be different To name family members and say why they are special to me 	<ul style="list-style-type: none"> To know that Winter is the darkest time of the year To name different light sources. Can identify differences between day and night Can talk about animals that are active at night. Know that red, blue and yellow are primary colours which mix to make the secondary colours green, purple and orange 	<ul style="list-style-type: none"> Can name the material they are using. Can talk about one property of a material. Can talk about how materials can change 	<ul style="list-style-type: none"> Know they live in Sheffield which is a city in England Compare Sheffield (city) to countryside Begin to compare other countries to where they live such as Africa (handa's surprise) and talk about how it is different to Sheffield 	<ul style="list-style-type: none"> Can name and describe animals they have encountered. Can talk about how they cared for the eggs/animals. Can describe how the animals changed over time. Can match animals to their young and name them 	<ul style="list-style-type: none"> Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist Name different modes of transport Look at how people travelled in the past
Development matters links History links Geography links Science links RE links	<ul style="list-style-type: none"> Begin to make sense of own life story and family history (past and present-UW) 	<ul style="list-style-type: none"> Explore how things work Use all their senses in hands on exploration of 	<ul style="list-style-type: none"> Explore how things work Explore collections of materials with similar and/or different properties 	<ul style="list-style-type: none"> Know there are different countries in the world and talk about the differences they have 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the environment and all living things 	<ul style="list-style-type: none"> Show interest in different occupations Know there are different countries in the world and talk about the

		<ul style="list-style-type: none"> natural materials (the natural world- UW) Continue to develop positive attitudes about the differences between people (People, culture and communities-UW) 	<ul style="list-style-type: none"> Talk about the differences between materials and changes they notice Explore and talk about difference forces they can feel (the natural world- UW) 	<ul style="list-style-type: none"> experienced or seen in photos (People, culture and communities-UW) 	<ul style="list-style-type: none"> Understand the key features of the lifecycle of a plant and animal Plant seeds and look after growing plants (the natural world- UW) 	<ul style="list-style-type: none"> differences they have experienced or seen in photos (People, culture and communities-UW)
Vocab	Family, same, different, change	Light, dark, light source, day, night, nocturnal Primary, secondary, mix	Material, property, change, melted frozen, forces	City, countryside, compare, same, different, country	Animal, lifecycle, grow, young, adult	Community, occupation, job, travel Past, present, compare, same, different Train, plane, carriage
Reception	All about me-transition	Local Community Map reading	The Arctic/Antarctic Comparison of cold places and where how other people live in comparison to us	Explorers Chronological timelines Know to use different sources Use common words -Ernest Shackleton (Antarctic) -Christopher Coloubus (America) -Helen Sharman (Space)	Comparison of hot places-environment and where we live	Summer holidays (past and present)
Key learning What we want the children to know/do	<ul style="list-style-type: none"> To use past, present, before, then ,now when talking about past/present events in their own lives To talk about members of their family especially grandparents and why they are special 	<ul style="list-style-type: none"> To know they live in Sheffield, England To talk about the local environment naming local features such as school, Church and Graves park by looking at simple maps To create a simple map of my classroom 	<ul style="list-style-type: none"> To know in England there are four seasons The polar regions are the coldest places in the world and why To explore the lives of people who live in the arctic circle 	<ul style="list-style-type: none"> To know what an explorer is To recognise events that happened in the past and their impact on the present day To begin to explore timelines, plotting explorers on to a timeline To know what a source is and begin to use different ones to find information Can identify the Sun, Moon and stars and talk about how they are different from Earth Can talk about some differences between being on Earth and travelling in space 	<ul style="list-style-type: none"> Can name and describe plants and animals in the school grounds and their environment. To know that the equator and why places under it are the hottest places in the world Can talk about hot environments-jungle, savannah, safari and it how is different to their surrounding natural environment 	<ul style="list-style-type: none"> To compare Sheffield to the seaside To explore how holidays have changed over time through stories and other sources To talk about the differences they have experienced or seen in photos.
Development matters links History links Geography links Science links RE links	<ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them (Past and present-UW) 	<ul style="list-style-type: none"> Draw information from a simple map (People, culture and communities-UW) recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of the community (People, culture and communities-UW) 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries (People, culture and 	<ul style="list-style-type: none"> Compare and contrast figures from stories including figures from the past (past and present-UW) 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live (the 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past (past and present-UW)

vocab		Past, present, community, society, cahnge	Local, community, map	Similar, Different, Continent, World, polar, region	Explorer, timeline, source, past, present Sun, moon, star, Earth, space	Habitat, environment, jungle, savannah, safari compare, same, different	Seaside, holiday, change, past, Victorian
Links to key stage 1		My family history	My local community	Polar places	Great explorers	Animals and their habitats	Great inventions-transport
Key texts/storytelling TTS-talk through story TT-traditional tale PC-pie Corbett OR-oral retell	Pr e- s c h o l	Mr wiggle Mr waggle (PC) Pumpkin soup (TT) The squirrels that squabbled (TTS)	The Star that Fell (OR) Grey squirrel, Grey squirrel (PC) The enormous turnip (TT) Mixed owl babies (TTS)	Any room for me (OR) Going on a bear hunt (PC) Goldilocks (TT) Stick man (TTS)	Dear zoo (PC) The gingerbread man (TT) Handa's surprise (TTS)	Hungry Caterpillar (PC) Dora's eggs (TTS) Jaspers beanstalk The tiny seed Olivers vegetables	We all go travelling by (PC) The 3 billy goats gruff (TT) Supertato (TTS) Train ride
	re c e p t i o n	Little red hen (PC)/(TT) Perfectly Norman (TTS) 5 mintues peace (TTS)	How to catch a star (PC) The elves and the shoe maker (TT) The owl who was afraid of the dark (TTS) On the way home (TTS)	Hansel and Gretel (TT) One snowy night(TTS) Elmer (PC) Lost and found (TTS)	Ruby's worries (TTS) The 3 little pigs (PC)/(TT) Aliens love underpants (TTS)	Ravi's roar (TTS) Little red riding hood (PC) Jack and the beanstalk (TT) Handa's hen (TTS)	Rumpelstiltskin (TT) Dogger (TTS) Mr Gumpy's outing (PC) Tiddler (TTS)
Linked Texts		Squirrels Autumn adventure Rufus and the blackberry monster the leaf thief When Autumn is here Goodbye Autumn, Hello Winter After the storm Going on a leaf hunt Ferdie and the falling leaves Once There Were Giants A selection of Nursery Rhymes Shark in the Park Little Rabbit Foo Foo	The colour monster Mixed Charlie crow in the snow Lazy hedgehog The very helpful hedgehog Brown bear, brown bear Stick man Aragh spider The very busy spider What makes a rainbow Ferdie's Christmas Red Leaf, Yellow Leaf It was a cold dark night Diwali Story The Christmas Story Topsy and Tim – Christmas Traditions day monkey night monkey	Where's spot Cant you sleep little bear Where's bear? Owls winter rescues When Winter is here Hello winter, Goodbye Autumn Winter is here Jack Frost Over and Under the Snow Animals in Winter	The ugly duckling Gingerbread man Noisy farm Farmland hulala On the farm Rosies walk Titch Who's on the farm Walking through the jungle In the jungle What Can You See in Spring? Dinosaur Information Texts	Rabbits spring adventure Jaspers beanstalk The tiny seed Hello Spring, Goodbye Winter When Spring is here Ferdie's springtime blossom A springy day When spring comes Spring is here The growing story A seed in need Wolf information texts Oliver's Vegetables Oliver's Sunflowers The Crunching Munching Caterpillar Butterfly Information Texts	Hello Summer, Goodbye Spring When summer is here Ferdie and the summer show We're going on a picnic The very lazy ladybird What the ladybird heard Sharing a shell Train ride What the ladybird heard at the seaside Summer is here
Religious education See RE progression map for more details		Branch 1-creation and covenant	Branch 2 prophecy and promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to garden	Branch 5 to the ends of the earth	Branch 6 Dialogue and encounter
Phonics	Pr e- s c h o l	Older rhyme and rhythm Younger- Storytime and songs/ General sound discrimination		O-alliteration and oral blending M-rhyme and rhythm Y-Storytime and songs	O-RWI M- alliteration and oral blending Y-general sound discrimination-environmental sounds	H-RWI M-RWI Y-general sound discrimination-instrumental sounds	H-RWI M- RWI Y-general sound discrimination- body percussion
	re c e p t i o n	Initial sounds and blending	C	Ditty	Red	Green	Initial sounds and blending

Maths	Pr e- sc h o ol	<p>Number Cardinality and Counting: Subitising to 5 Counting to 5</p> <p>Space & Shape Developing special awareness – Jigsaws (provision)</p> <p>Measure Recognising attributes of length, capacity and weight.</p>	<p>Number Cardinality & Counting: To point or 'tag' each item, saying one number for each item to 5 To count things that can't be seen</p> <p>Comparison: To compare and recognise changes in numbers of things – using words more, lots, same</p> <p>Pattern: To talk about and identify patterns around them e.g. Stripes on clothes, toys, wallpaper.</p> <p>Space & Shape To develop spatial vocabulary: prepositions (in, on, under, up, down) To develop shape awareness through construction – selecting shapes to fulfil a particular need</p> <p>Measure To compare between various sizes.</p>	<p>Number Cardinality & Counting: To know the last number counted gives a total. To count in order beyond 5. To begin to count backwards from 5.</p> <p>Comparison To compare 2 small groups of up to 5 items, saying when there are more/less/fewer – 'More, More, More said the Baby'</p> <p>Composition To share items fairly between 2 people.</p> <p>Pattern To spot, talk about what they can see and continue an AB pattern. To spot an error in an AB pattern.</p> <p>Space & Shape To represent and describe spatial relationships – 'in front of', 'behind', 'on top' – drawing their models, drawing the playground, maps. To create representations using shapes and notice the properties of shapes.</p>	<p>Number Cardinality & Counting To know the last number counted gives a total. To point or 'tag' each item, saying one number for each item to 5. To recognise numbers up to 5</p> <p>Measure To compare between various weights. – heavy/light animals – Dear Zoo</p> <p>Comparison To compare 2 small groups of up to 5 items, saying when there are the same number – same, you've got 2, I've got 2</p>	<p>Number Cardinality & Counting To recognise small quantities without needing to count them all.</p> <p>Pattern To copy an AB pattern and begin to create their own AB patterns. To spot an error in an AB pattern.</p> <p>Space & Shape To describe properties of shape.</p> <p>Measure. To compare between various length – beanstalks – Jasper's Beanstalk.</p>	<p>Number Cardinality & Counting To link numerals with amounts up to 5. To begin to recognise numbers up to 10.</p> <p>Composition To separate a group of 3-4 objects in different ways, beginning to recognise that the total is still the same. To begin to use understanding of number to solve practical problems in play and meaningful activities</p> <p>Measure NB: Comparing capacity is ongoing in the Provision, through: sand, water, mud kitchen and maths areas.</p>
	re c e p t i o n	Follow ark maths mastery					
PSED	Life to the full	Module 1, Unit 1 Story Sessions: Handmade With Love	Module 1, Unit 2 Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy?	Module 1, Unit 3 Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Module 1, Unit 4 Session 1: Growing Up	Module 2, Unit 1 Session 1: Role Model Module 2, Unit 2 Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends	Module 2, Unit 3 Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us	Module 3, Unit 1 Session 1: God is Love Session 2: Loving God, Loving Others Module 3, Unit 2 Session 1: Me, You, Us
	Learners			HSBC Money Matters lesson (Value of Money And Spending Choices: The Treasure Hunt)	L1 - Sleep L2 - Choosing what to do online	S1 - Communicating Online S2 - Feeling Safe Online S3 - Personal Information	P1 - Online Friends
	PS	Routines Class rules-sharing, behaviour expectations, looking after our environment	Zones of regulation-green zone Safe activities, sharing, looking after our environment	Zones of regulation- blue zone Safe activities, sharing, friendships	Zones of regulation- yellow zone Safe activities, sharing, Friendships, nurture/looking after	Zones of regulation- red zone Safe activities, sharing, friendships, nurture/looking after	Zones of regulation- red zone Safe activities, sharing, friendships Transition into F2/new schools
	R	Relationships (Families, Friends self) Starting school and settling Zones of Regulations – through stories.	Relationships (Families, Friends, self) Zones of Regulations – through stories.	Living in the wider world (community, online safety, money and work) Zones of Regulations – through stories.	each other Living in the wider world (community, online safety, money and work) Zones of Regulations – through stories.	each other Health and Wellbeing (mental wellbeing, staying healthy, growing) Zones of Regulations – through stories.	Health and Wellbeing (mental wellbeing, staying healthy, growing) Zones of Regulations – through stories.



3 & 4-year-olds will be learning to:

Emerging

Expected

Enjoy listening to longer stories and can remember much of what happens
Can find it difficult to pay attention to more than one thing at a time

- I am beginning to enjoy a longer story
- I am beginning to listen with understanding of the story
- I can listen to a story for a short period of time

- I enjoy listening to story and I can remember much of what happens
- I can stop and listen when asked by an adult
- I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me

Use a wider range of vocabulary
Understand a question or instruction that has two parts
Understand 'why' questions

- I am beginning to build my vocabulary with support
- I am enjoying using unfamiliar words
- I can repeat unfamiliar language from a book
- I am beginning to understand a simple instruction said to me 'sit down'
- I am beginning to ask 'why'
- I am beginning to think about 'why' events happen

- I have a wide vocabulary for a 3-4 year old
- I know several unfamiliar words and can use them in context
- I will use a 'new' word in my speech
- I understand an instruction with two parts, 'sit down and get out your dough'
- I will attempt to answer 'why' questions
- I will ask you 'why' when exploring things in play

Sing a large repertoire of songs
Know many rhymes, be able to talk about familiar books and be able to tell a long story

- I am beginning to sing songs
- I am regularly listening to rhymes
- I will join in with rhymes
- I have a favourite rhyme

- I can sing you three different songs (or more)
- I know 3 rhymes by heart
- I can talk about my favourite book
- I can tell you a story

Develop communication, but may continue to have problems with irregular tenses and plurals such as. 'runned' for ran 'swimmed' for swam. May have problems saying some sounds.

- I am slowly developing my language skills
- I am beginning to speak a full sentence in review
- I will repeat your modelled sentence (have a go)

- I have a strong ability to communicate with others and they understand what I am saying clearly
- I can speak in a full sentence during review.
- I have little need for an adult to speak/model sentences for me

Use longer sentences of four to six words

- I am beginning to use longer phrase and sentences

- I can make my sentence more interesting with the number of words I am using

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
Can start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play

- I am beginning to discuss the book of the week with an adult.
- I will tell another child in actions if I do not want them to do something.
- I am beginning to initiate a conversation with an adult.
- I am beginning to initiate a conversation with my friends.
- I am beginning to use talk within my play

- I can discuss elements of the story with anyone.
- I will verbally tell another child if I want them to do something different.
- I can initiate a conversation with an adult.
- I can initiate a conversation with my friend.
- I clearly use talk to organise my play

Personal, Social and Emotional Development



Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

- I am beginning to be more independent in my play.
- I am beginning to think about my play
- I am learning to use equipment
- I am beginning to feel confident in my play

- I am independent in my play.
- I can choose equipment for my play
- I can tell you why I am playing with equipment.
- I can think about my play.
- I can think and choose my own play challenges.
- I can use equipment correctly.
- I am confident in my play.

Develop their sense of responsibility and membership of a community.

- I am beginning to help the adult in the setting
- I am beginning to tidy up

- I can be the handy helper.
- I can tidy up.

Play with one or more other children, extending and elaborating play ideas.
Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

- I am beginning to play with others
- I am beginning to extend my play through talk.
- I am beginning to elaborate my play ideas through talk.
- I am beginning to extend my play through additional resources.
- I am beginning to elaborate my play through additional resources.
- I am beginning to understand how to respond to my friends wishes.

- I can play with others.
- I can extend my play through talk.
- I can elaborate my play ideas through talk.
- I can extend my play through additional resources.
- I can elaborate my play through additional resources.
- I can understand how to respond to my friends wishes.
- I can play cooperatively with other

	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	<ul style="list-style-type: none"> ● I am beginning to make the right choice in my behaviour. ● I am beginning to understand why I need to make right choices. 	<ul style="list-style-type: none"> ● I know how to make the right choice. ● I understand why I need to always make right choices
	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	<ul style="list-style-type: none"> ● I am beginning to have self-confidence. ● I am beginning to express my needs appropriately. ● I am beginning to learn ways to calm myself down when I feel upset 	<ul style="list-style-type: none"> ● I can manage my emotions. ● I am beginning to express my needs appropriately. ● I am beginning to learn ways to calm myself down when I feel upset
	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	<ul style="list-style-type: none"> ● I am beginning to understand I have feelings 	<ul style="list-style-type: none"> ● I can tell you when I am happy. ● I can tell you when I am sad. ● I can tell when I am angry or worried.
	Begin to understand how others might be feeling.	<ul style="list-style-type: none"> ● I am beginning to understand other people have feelings too. 	<ul style="list-style-type: none"> ● Within story: I can tell you how a character may be feeling
Physical Development 	Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks..	<ul style="list-style-type: none"> ● I can move by walking. ● I can move by balancing. ● I can jump. ● I am beginning to explore bikes, trikes, and scooters. ● I am beginning to climb the stairs with support – hand or banister. ● I am learning to skip with my two legs. ● I am beginning to hop. ● I am learning to stand still. ● I am beginning to know how to freeze my body when the music stops. ● I am beginning to squiggle with my flappers. ● I am learning to make marks from my squiggle dance. 	<ul style="list-style-type: none"> ● I am a confident runner. ● I can climb safely. ● I can jump off safe apparatus. ● I can ride a bike, trike, or scooter independently with confidence. ● I can climb stairs independently. ● I can skip with my two legs. ● I can hop on one leg. ● I can stand still. I can freeze my position when dancing. ● I can squiggle with my flappers. ● I can make the squiggle marks independently.
	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	<ul style="list-style-type: none"> ● I am learning to play ring games. ● I am learning to play games with the parachute or lyrca. ● I am learning an action song 	<ul style="list-style-type: none"> ● I can initiate a ring game. ● I can ask to play a game. ● I can play a parachute/lyrca game. I can independently do an action rhyme with actions. ● I can follow and remember a dance routine.
	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	<ul style="list-style-type: none"> ● I am beginning to learn how to move in a variety of ways. ● I can attempt to cross a plank with adult support. 	<ul style="list-style-type: none"> ● I can move in a variety of ways. ● I can crawl. ● I can run fast. ● I can roll. ● I can slide. ● I can walk across a plank safely and with confidence
	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	<ul style="list-style-type: none"> ● I am beginning to learn what equipment to use safely for what task. ● I am beginning to choose the right resources to complete a challenge safely. ● I am beginning to understand other people can help me complete a challenge. 	<ul style="list-style-type: none"> ● I can choose the right equipment to do a challenge safely. ● I can choose the correct resources to do a challenge safely. ● I can ask others to help me solve a challenge that I am struggling physically to solve
	use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	<ul style="list-style-type: none"> ● I am beginning to use scissors to snip paper. ● I am beginning to hold my crayons so I can squiggle draw. ● I am beginning to hold a knife and fork correctly 	<ul style="list-style-type: none"> ● I can use scissors to snip the paper. ● I can grip my crayons to squiggle. ● I can eat my dinner with a knife and fork. ● I can use a dominant hand to write.

	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<ul style="list-style-type: none"> ● I am learning to take off my shoes and coat. ● I am beginning to know how to put on my coat and wellies with adult support. ● I am beginning to use the toilet independently. ● I can wash my own hands. ● I am beginning to know when my hands are dry. ● I am beginning to know what is healthy for me. 	<ul style="list-style-type: none"> ● I can take off my coat independently. ● I can put on my coat and shoes independently. ● I am totally independent in toilet hygiene. ● I can wash and dry my hands. ● I am consistently making healthy choices for myself.
<p>Literacy</p> 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning. - print can have different purposes. - we read English text from left to right and from top to bottom. - the names of the different parts of a book -page sequencing 	<ul style="list-style-type: none"> ● I can recognise my name. ● I can point to print in the classroom environment. ● I can recognise signs from my local environment (shops, fast food, bus stop) ● I know books have words and pictures. ● I am learning to turn the page in the right direction 	<ul style="list-style-type: none"> ● I can pretend to read a book of the week. ● I can show the print in books. ● I can recognise my name in line up of names. ● I know we are reading when we share a book. ● I can point to writing on the interactive whiteboard. ● I can tell when it's time to turn the page.
	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes. - count or clap syllables in a word. - recognise words with the same initial sound, such as money and mother. 	<ul style="list-style-type: none"> ● I can listen for rhyming words. ● I listen when you rhyme two words. ● I like singing simple rhymes. ● I can begin to say a simple nursery rhyme. ● I know the initial sound of three things (name, my teachers name, fruit) 	<ul style="list-style-type: none"> ● I can tell you a simple rhyming pair. ● I will tell you in a story if words rhyme. ● I can tell you when you have missed out a word of a popular rhyme. ● I can use small world letters to spell out 'at'. I know h in front of 'at' is hat. ● I can tell you what five friends names beginning with. (sound)
	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<ul style="list-style-type: none"> ● I am gaining a love of books. ● I can talk with an adult about the book of the week. ● I can join in an adventure about the book of the week. ● I can tell you 5 new words. (per half term) 	<ul style="list-style-type: none"> ● I have three favourite books ● I can tell you about. I can tell you about the book of the week. ● I can tell you about a character. ● I can tell you what happens next. ● I have a wide and varied vocabulary for a 4-year-old
	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all their name.</p>	<ul style="list-style-type: none"> ● I am mark making for squiggle. ● I am between 1-3 on emergent writing process. ● I know when you write for me it is writing. ● I am beginning to mark make my name. 	<ul style="list-style-type: none"> ● I am confidently squiggle mark making. ● I can write my first name. ● I can emergent write simple lists and to add labels to my drawings.
<p>Mathematics</p> 	<p>Fast recognition of up to 3 objects, without having to count them individually [subitising]</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total [cardinal principle]</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match a numeral, up to 5. row, saying 1,2,3,4,5 (with support) 6</p>	<ul style="list-style-type: none"> ● I can give you 3 objects by counting them out. ● I can say 1,2,3 when touching the objects. ● I am beginning to make up & down marks (to make the numbers 1,4,7) ● I am beginning to count to 5, saying 1,2,3,4,5. ● I am beginning to touch and count 5 objects in a row, saying 1,2,3,4,5 (with support) ● I am beginning to know that the last number reached when counting objects means that's 'how many' objects there are. ● I am beginning to know my fingers can be used to show number amounts ● I can show you 1 and 2 on my fingers ● I can recognise the number 1,2,3. ● I can match the number 1,2,3 to the correct amount of objects. 	<ul style="list-style-type: none"> ● I can give you 3 objects when asked. ● I can count 1,2,3,4,5 and beyond (independently) ● I can count out 5 objects and say 1,2,3,4,5 as I lay them in a line. ● I can make up & down marks ● I can make numbers 1,4&7. ● I can tell you 'how many' when I count a small set of objects (independently) ● I can answer when you ask me 'how many' by counting and knowing the final number is the amount. ● I can show you an amount, up to 5 on my fingers. ● I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me ● When you show me a number (1,2,3,4,5) I can show the amount in objects.

	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<ul style="list-style-type: none"> ● I can try to tally as counting small amounts. ● I can attempt an addition sign ● I can attempt a simple jigsaw. ● I am beginning to use 5 objects/people to solve problems, simple forwards number songs. ● I am beginning to use mathematical language to describe amounts, more than, fewer than or less than 	<ul style="list-style-type: none"> ● I can tally to count and record, how many. ● I am beginning to write simple number sentences, 1+1 = ● I can complete a simple jigsaw (independently) ● I know in a simple number song that 'the doctor says' or when the ducks come back there will be one more. (forwards number songs) ● I can tell you straight away if I think the group of objects or people has more or less.
	<p>Talk about and explore 2D and 3D shapes [circles, rectangles, triangles, and cuboids]</p> <p>Using informal and mathematical language: Sides Corners Straight Flat Round</p>	<ul style="list-style-type: none"> ● I am beginning to use shapes to make a picture ● I can recognise a circle. ● I can recognise a square ● I can recognise a triangle. ● I am beginning to recognise shapes around me in my world. 	<ul style="list-style-type: none"> ● I know my 2D shapes and can name them. ● I know simple 3D shapes like sphere and cube (maybe pyramid and cone) ● I can talk about the properties of a 2D shape using the words sides, flat and straight. ● I can talk about the properties of a 2d shape using the word corners and round. ● I can tell you the difference between 2D and 3D shapes in the environment
	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc</p>	<ul style="list-style-type: none"> ● I am beginning to build with 2D and 3D shapes. ● I am beginning to use junk modelling materials to build and create representations of things ● I am beginning to select objects to build a simple house 	<ul style="list-style-type: none"> ● I am beginning to build with 2D and 3D shapes. ● I am beginning to use junk modelling materials to build and create representations of things ● I am beginning to select objects to build a simple house
	<p>Understand position through words alone – the bag is under the table. With no pointing.</p>	<ul style="list-style-type: none"> ● I am beginning to use positional language. ● I am beginning to understand under, on top, next to, above and in/out. ● I can place an object with support under, on top, next to, above and in/out 	<ul style="list-style-type: none"> ● I understand positional language. ● When directed I can place independently an object under, on top, next to, above and in/out? ● I can move my body to the correct place when given positional language, for example: go under the den, climb on top of the box, stand next to the water, make your body above the ground, put your left arm in, left arm out
	<p>Describe a familiar route. Discuss routes and locations using words like 'in front of' and 'behind'</p>	<ul style="list-style-type: none"> ● I can show you the way to the toilet. ● I can walk with you and discuss (with support) things that are in front of us. ● I can walk with you and discuss things that are behind us 	<ul style="list-style-type: none"> ● I can tell you how to get to the toilets, or water or how to go outside the classroom. ● I can tell you things that are at the front of our setting (shops, car parks, pathways) ● I know that behind means you need to look back. ● I can stand in outdoors with the door behind me.
	<p>Make comparisons between objects relating to size, length, weight, and capacity.</p>	<ul style="list-style-type: none"> ● I am beginning to tell you about big and small ● I am beginning to tell you about long and short ● I am beginning to tell you about heavy and light ● I am beginning to talk about full and empty 	<ul style="list-style-type: none"> ● I can compare objects and tell you about big and small ● I can compare things and tell you about long and short ● I can hold things and tell you about heavy and light ● I can talk about full and empty containers ● I can solve practical problems using the correct language to compare problems you give me

	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, design on rugs, wallpaper</p> <p>Use informal language like 'pointy' spotty' 'blobs' Extend and create ABAB patterns, sticks, leaf, stick, leaf</p> <p>Notice and correct an error in repeating pattern.</p> <p>Begin to describe a sequence of events real or fictional using words such as first, then</p>	<ul style="list-style-type: none"> • I am beginning to notice pattern in my environment • I can find a stripy pattern • I can find a spotty, dotty pattern • I am beginning to learn words to describe different patterns • I am beginning to create ABAB patterns with support • I am beginning to recognise an ABAB pattern • I am learning the language of sequencing, 'this morning I' or through the question from the adult 'what did you do this morning/afternoon?' 	<ul style="list-style-type: none"> • I can notice different patterns in my environment • I can notice different patterns on animals • I am building a vocab to describe pattern • I can without support create a simple ABAB pattern • I can extend with ease an ABAB pattern • I can correct a mistake in a repeating pattern (independently) • I can speak use the words first and then to describe what I have been doing
<p>Understanding the World</p> 	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<ul style="list-style-type: none"> • I am beginning to explore my five senses outdoors. (taste, touch, listen, sight, smell) • I can explore water with my senses. • I can explore mud with my senses. • I can explore food with my senses. • I can explore different aspects of outdoors. • I can explore different weathers outdoors, sun, rain, snow, wind. • I can tell you what I can see. 	<ul style="list-style-type: none"> • I can tell which sense/s • I need to use to explore my outdoor environment. • I can use taste to explore. • I can use touch to explore. • I can use smell to explore. • I can use my ears to explore. • I can describe in extended vocabulary what I see. • I can explore materials and investigate different properties about them.
	<p>Begin to make sense of their own life-story and family's history.</p>	<ul style="list-style-type: none"> • I can tell you about my family who live in my house 	<ul style="list-style-type: none"> • I can tell you about my family including people who do not live with me.
	<p>Explore how things work</p>	<ul style="list-style-type: none"> • I can explore wind-up toys 	<ul style="list-style-type: none"> • I can ask 'how does this work?' • I can explore how things work. • I can use cogs, pulleys, and wind-up toys to explore how things work.
	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<ul style="list-style-type: none"> • I can plant a seed. • I can watch a seed grow. • I can use what grows to make something tasty. • I can tell you that a chick comes from an egg. • I can tell you two more things that come from eggs, snakes, crocodiles. • I can pick up rubbish outdoors in the nursery because it harms the environment. 	<ul style="list-style-type: none"> • I can tell you how to grow a seed, bean, or bulb. • I can tell what grows and how that happens. • I can plant a seed, blub, or bean and watch it grow, making simple observations. • I can plant a sunflower seed and help it grow very tall. • I can tell you the life cycle of a caterpillar. • I can tell you the life cycle of a frog. • I can sort the rubbish, so we are recycling. (plastic and paper)
	<p>Explore and talk about different forces they can feel.</p>	<ul style="list-style-type: none"> • I can notice when I snap a twig. • I can notice when I put something heavy in the water it sinks down. • I can push a strike. • I can pull a chair to where I need it. 	<ul style="list-style-type: none"> • I can move water. • I can stretch elastic to get myself inside the trousers. • I can tell what I cannot bend. I can use a magnet.

	Talk about the differences between materials and changes they notice.	<ul style="list-style-type: none"> ● I can bake with an adult. ● I can taste my cooking. ● I can explore ice. ● I am beginning to know ice melts. ● I can float a boat in the water tray. ● I can see my shadow. ● I can explore with a torch. ● I can go in the dark den. ● I know when the light is on 	<ul style="list-style-type: none"> ● I can bake and explore ingredients for a variety of recipes. ● I can tell you what happens when something goes into the oven. ● I know chocolate melts. ● I can make ice melt in a variety of ways. ● I can tell you if my toy car will sink. ● I can make shadows with light. ● I can explore a dark den and tell you how it looks and feels.
	Continue to develop positive attitudes about the differences between people.	<ul style="list-style-type: none"> ● I can tell you where I am from. 	<ul style="list-style-type: none"> ● I can tell you about different people. ● I understand people celebrate different things to me. ● I understand about people from different cultures and I respect the differences.
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<ul style="list-style-type: none"> ● I know which country I am from. ● I know where I was born. ● I know where I live now. 	<ul style="list-style-type: none"> ● I can tell you about another country in the world. ● I can tell you what it is like there. ● I can tell you something different about living there.
<p>Expressive Arts and Design</p> 	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<ul style="list-style-type: none"> ● I can play in the home corner. ● I can use the role play equipment appropriately. ● I can make you something to eat (pretend) ● I can use small world to imagine. ● I can build with blocks. ● I can make a bed in blankets 	<p>I can role play and tell you who I am in the home corner.</p> <p>I can pretend using mud in mud kitchen.</p> <p>I can concentrate in small world play for more than 5 mins.</p> <p>I can recreate story in small world trays. I can build with purpose.</p> <p>I can build a den.</p> <p>I can tell you the 'rules' in my play.</p>
	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>	<ul style="list-style-type: none"> ● I can explore the junk modelling. ● I can join things together with glue or tape. ● I can stick things onto something. ● I can free paint an idea. ● I can make a collage from my own choice of materials. ● can change a box into something 	<ul style="list-style-type: none"> ● I can think about what I am creating. ● I can tell you why I chose the junk to make the item. ● I can stick and glue to create my design. ● I can adapt my design. ● I can tell you what I like and what I want to change.
	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	<ul style="list-style-type: none"> ● I can draw shapes freely 	<ul style="list-style-type: none"> ● I can use the shapes I draw (freely) to represent objects.
	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p>	<ul style="list-style-type: none"> ● I can draw a simple person. ● I can draw a picture and tell you about it. ● I can attempt to draw some flowers. ● I can draw. ● I can explore colour mixing. 	<ul style="list-style-type: none"> ● I am beginning to draw a person with features. ● I can draw and you can see what I am representing. ● I can draw an object. ● I can look at my drawing and add detail. ● I can use colour to express feelings of happy. ● I know when I mix two colours, I will make a different one.

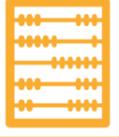
	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings	<ul style="list-style-type: none"> • I can listen to different sounds. • I can dance along to music 	<ul style="list-style-type: none"> • I can listen when I need to. • I can complete a listening challenge. • I can tell you about what I heard. • I can tell you what I think about what I heard.
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape. (moving melody, such as up and down, down, and up) of familiar songs.)	<ul style="list-style-type: none"> • I can sing a simple song. 	<ul style="list-style-type: none"> • I can sing a simple song from memory • I can sing loud. • I can sing quietly.
	Create their own songs or improvise a song around one they know.	<ul style="list-style-type: none"> • I can create a new song with adult support 	<ul style="list-style-type: none"> • I can create a new song.
	Play instruments with increasing control to express their feelings and ideas.	<ul style="list-style-type: none"> • I can play an instrument. 	<ul style="list-style-type: none"> • I can play an instrument along to a song or a story. • I can play an instrument loud. • I can play an instrument quietly.

Communication and Language 	Reception		
	Children in reception will be learning to:	Emerging	Expected
Understand how to listen carefully and why listening is important.	<ul style="list-style-type: none"> • I am beginning to listen during carpet time • I am learning to listen to rhymes • I can lay and listen to sounds you make or play 	<ul style="list-style-type: none"> • I know when to listen • I can listen for an extended period of time (5-10 mins) • I can tell you about what you just said or what I just heard 	
Learn new vocabulary.	<ul style="list-style-type: none"> • I am learning new vocabulary all the time • I am beginning to use new vocabulary in play 	<ul style="list-style-type: none"> • I have an increasing vocabulary to draw on in conversation • I know how to speak appropriately for the subject • I can use new vocabulary instantly 	
Use new vocabulary through the day.	<ul style="list-style-type: none"> • I am listening to new vocabulary modelled to me • I am attempting to use new vocabulary 	<ul style="list-style-type: none"> • I can use new vocabulary during the day • I can use new vocabulary when it is appropriate 	
Ask questions to find out more and to check they understand what has been said to them	<ul style="list-style-type: none"> • I am beginning to answer questions asked to me by an adult • I am beginning to show understanding when asked a question 	<ul style="list-style-type: none"> • I can answer any question asked • I show clear understanding of what has been said to me • I will follow instructions 	
Articulate their ideas and thoughts in well-formed sentences.	<ul style="list-style-type: none"> • I am beginning to use full sentences • I am beginning to use full sentences in my play • I will listen to an adult modelling and beginning to copy 	<ul style="list-style-type: none"> • I can speak clearly • I can speak in full sentences • I am speaking in full sentences with a variety of vocabulary 	
Connect one idea or action to another using a range of connectives.	<ul style="list-style-type: none"> • I am beginning to use a simple sentence 	<ul style="list-style-type: none"> • I will use a variety of connectives (and, then, before, first) 	

	Describe events in some detail.	<ul style="list-style-type: none"> I am beginning to describe events in my play 	<ul style="list-style-type: none"> I can easily describe orally the events of my morning or afternoon
	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	<ul style="list-style-type: none"> I can think out loud about things I am beginning to talk with others to solve problems I am hearing adults say 'I think' 'you could' and 'it might be' as models 	<ul style="list-style-type: none"> I can think aloud to solve a problem I will clearly talk to my friends in play and in learning I use words like 'I think its...', 'you could ...' and 'it might be...
	Develop social phrases.	<ul style="list-style-type: none"> I am beginning to learn social phrases like good morning, good bye and please and thank you 	<ul style="list-style-type: none"> I clearly know social phrases and use them correctly
	Engage in storytimes.	<ul style="list-style-type: none"> I can listen and I am beginning to want to answer questions 	<ul style="list-style-type: none"> I always listen and then attempt to answer questions which show comprehension of the story.
	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<ul style="list-style-type: none"> I am beginning to participate in role play around the story I am beginning to be familiar with a favourite story I will use some of my own words to describe a story 	<ul style="list-style-type: none"> I can role play the weeks story I can be a character from a story I can tell you the plot I can tell you what happens I can walk a story through using my own words to describe the part we are at
	Use new vocabulary in different contexts.	<ul style="list-style-type: none"> I am beginning to use story talk 	<ul style="list-style-type: none"> I can talk like the story through the day, 'Im going on a bear hunt', mmm Gruffalo crumble
	Listen carefully to rhymes and songs, paying attention to how they sound.	<ul style="list-style-type: none"> I can listen to rhyme or song I can begin to say if I enjoyed the rhyme or song 	<ul style="list-style-type: none"> I can listen to a rhyme or song and repeat it I can use rhyme to have fun (even if it doesn't make sense) I can respond appropriately to a song that requires a response
	Learn rhymes, poems and songs.	<ul style="list-style-type: none"> I am beginning to learn a rhyme, a poem and a song 	<ul style="list-style-type: none"> I know a rhyme, a poem and a song off by heart
	Engage in non-fiction books.	<ul style="list-style-type: none"> I am looking at non fiction books 	<ul style="list-style-type: none"> I know non fiction is a book of information
	listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none"> I am using non fiction to find information with an adult I am beginning to learn two non fiction facts about a subject I have a new word to share from our fact finding 	<ul style="list-style-type: none"> I know to use non fiction to found out some facts that are true I know four facts about a subject from a non fiction book (adult read) I can share new words around the subject from my facts
Personal, Social and Emotional Development 	See themselves as a valuable individual.	<ul style="list-style-type: none"> I am beginning to initiate a conversation. I can tell you what I like. I can tell you about my family. I have a sense of pride in myself. 	<ul style="list-style-type: none"> I can initiate a conversation. I can tell you what I don't like and why I don't like it. I can tell you about my family's roles and interests. I am a confident individual.
	Build constructive and respectful relationships.	<ul style="list-style-type: none"> I am beginning to listen to an adult. I am beginning to listen to my friend. I am beginning to be kind to others. I am beginning to have regular friends that are good for me. I can make the right choice most of the time 	<ul style="list-style-type: none"> I can listen to an adult. I can listen to my friend. I can be kind to others. I have regular friends that are good for me. I can make the right choice all of the time. I need little support from an adult to make the right choice
	Express their feelings and consider the feelings of others.	<ul style="list-style-type: none"> I am beginning to model the right choice during times when the whole class are together. I am beginning to gain more praise for my right choices. I am beginning to understand the class rewards system. 	<ul style="list-style-type: none"> I can model the right choice during times when the whole class are together. I am consistently gaining more praise for my right choices. I understand the class rewards system.

	Show resilience and perseverance in the face of challenge	<ul style="list-style-type: none"> ● I am beginning to observe other children's work. ● I am beginning to compliment my friends good work. ● I am learning how to review my friend's model and make suggestions for improvement. 	<ul style="list-style-type: none"> ● I can observe other children's work and tell them what I like. ● I can compliment my friend's good work. ● I can positively review my friend's model and make suggestions for improvement.
	Identify and moderate their own feelings socially and emotionally.	<ul style="list-style-type: none"> ● I am beginning to be able to calm myself down after I become upset. 	<ul style="list-style-type: none"> ● I can calm myself down. ● I can recognise when I am not making the right choice
	Think about the perspectives of others.	<ul style="list-style-type: none"> ● I can listen to a story and think about the feelings of the characters. ● I can think about challenges within our circle times. 	<ul style="list-style-type: none"> ● I can offer talk to understand how a character maybe feeling. ● I can talk and solve challenges with simple solutions within the circle time.
	Manage their own needs.	<ul style="list-style-type: none"> ● I am beginning to understand the need for hygiene with adult support. 	<ul style="list-style-type: none"> ● I can manage my own hygiene. ● I can choose a healthy snack. ● I understand why I need fruit and veg
Physical Development 	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing	<ul style="list-style-type: none"> ● I am beginning to move by... - rolling - crawling - walking - jumping - running - hopping - skipping climbing 	<ul style="list-style-type: none"> ● I can confidently roll. ● I can confidently crawl. ● I can confidently: - walking - jumping - running - hopping - skipping climbing
	Progress towards a more fluent style of moving, with developing control and grace.	<ul style="list-style-type: none"> ● I am learning to move confidently. ● I can do a physical challenge when instructed and extended by an adult. ● I am beginning to climb higher. ● I am beginning to jump farther. ● I am beginning to run faster. ● I am beginning to be still for more than one minute. 	<ul style="list-style-type: none"> ● I can move with confidence, control and grace. ● I can successfully complete a physical challenge. ● I can run faster. ● I can climb higher. ● I can jump farther. ● I can challenge myself physically. ● I can be still and quiet.
	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming	<ul style="list-style-type: none"> ● I can get out of breath easily. ● I can slide. ● I am beginning to bounce on a space hopper. 	<ul style="list-style-type: none"> ● I can move my full body during dance time. ● I know why I get out of breath. I move with coordination and balance – independently. ● I can bounce on a space hopper and move fast.
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	<ul style="list-style-type: none"> ● I am beginning to cut with knives. ● I am beginning to mark make ● I can hold a spoon to eat. 	<ul style="list-style-type: none"> ● I can cut shapes with scissors. (not templates) ● I can cut soft things with knife. ● I can draw with a variety of apparatus. ● I can mark make ● I can use cutlery with confidence.
	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	<ul style="list-style-type: none"> ● I can sit on the floor with my legs stretched out. ● I can sit on the floor with my legs bent underneath me. ● I am beginning to cross my legs. 	<ul style="list-style-type: none"> ● I can sit on the floor with my legs crossed. ● I can sit with my arms folded. ● I can sit at a table with my legs underneath the table.
	Combine different movements with ease and fluency.	<ul style="list-style-type: none"> ● I can move around an obstacle course with adult support. ● I can jump over a line . ● I can lay on a cushion. 	<ul style="list-style-type: none"> ● .I can confidently move around an obstacle course. ● I can jump into and out of a hoop. ● I can skip with a skipping rope, turned by an adult
	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility..	<ul style="list-style-type: none"> ● I am beginning to use small apparatus outside. ● I am beginning to use large apparatus outside. ● I can use small world to role play. ● I can build with blocks. ● I can climb a slide steps 	<ul style="list-style-type: none"> ● I can use balls correctly. ● I can manage a wheel barrow. ● I can build a den. ● I can roll a tyre.

	urther develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	I am learning to: <ul style="list-style-type: none"> ● Throw a ball ● Catch a ball ● Kick a ball ● Pass a ball ● I can hold a bat. ● I am developing confidence of movement with balls 	<ul style="list-style-type: none"> ● . I can throw a ball. ● I can aim at something when I throw. ● I can catch a ball. ● I can kick a ball. ● I can kick a ball at a target. ● I can pass a ball. ● I can hold a bat to hit a ball. ● I am confident in my movement and handling of balls.
	Develop the foundations of a handwriting style which is fast, accurate and efficient	<ul style="list-style-type: none"> ● I can do 5 squiggle drawings ● I can mark make. ● I can add letters to my marks ● I am beginning to form letters 	<ul style="list-style-type: none"> ● I can write letters. I can write letters correctly. I can write using letters. I can write my first and second name.
	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	<ul style="list-style-type: none"> ● I can tell you about why I brush my teeth. ● I can tell you why I eat fruit. ● I can tell you why I hold an adult's hand near the road. 	<ul style="list-style-type: none"> ● I can tell you about why raising my heart rate is good for me. ● I understand the five a day rule. ● I know lots of time on my device isn't good for me. ● I understand the need for sleep. ● I understand how to cross the road safely.
	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene	<ul style="list-style-type: none"> ● I am beginning to line up without fuss when asked. ● I can tell when in the routine it is time for dinner. ● I know I need to wash my hands. 	<ul style="list-style-type: none"> ● I can line up and show you I'm ready. ● I can tell you our daily routine. ● I know when we eat snack. ● I know why I need to wash my hands and when.
<p>Literacy</p> 	Read individual letters by saying the sounds for them.	<ul style="list-style-type: none"> ● I can tell you 13 initial sounds. 	<ul style="list-style-type: none"> ● I know all 26 letter sounds.
	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	<ul style="list-style-type: none"> ● I am beginning to blend sounds to read short phonetic words 	<ul style="list-style-type: none"> ● . I can blend phonetic sounds to read short words.
	Read some letter groups that each represent one sound and say sounds for them.	<ul style="list-style-type: none"> ● I am beginning to sound sh, ch, th. 	<ul style="list-style-type: none"> ● I can sound out with phonic knowledge shop, chop, that, chin. ● I can tell you ee ● I can tell you igh ● I am reading longer words.
	Read a few common exception words matched to the school's phonic programme.	<ul style="list-style-type: none"> ● I can read my name. 	<ul style="list-style-type: none"> ● I can read and recognise my red words
	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none"> ● I am beginning to read. 	<ul style="list-style-type: none"> ● I can read age appropriate book.
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	<ul style="list-style-type: none"> ● . I am beginning to read at home. 	<ul style="list-style-type: none"> ● I can read my reading book at home.
	Form lower-case and capital letters correctly.	<ul style="list-style-type: none"> ● I can form letters from the alphabet 	<ul style="list-style-type: none"> ● . I can write capital letters.
	Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none"> ● I can write five simple words. (up, at, I, me, my) 	<ul style="list-style-type: none"> ● I can spell my red words.

	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<ul style="list-style-type: none"> • I can mark make • I can read my mark making and tell you what it says. • I am beginning to add initial sounds for words 	<ul style="list-style-type: none"> • I can write a short sentence. • I can use a full stop. • I can use finger spaces. • I can use and to extend my short sentence. • I can use a capital letter. • I can read my sentence to you. • You can read my writing and understand it
	Re-read what they have written to check that it makes sense	<ul style="list-style-type: none"> • . I read my writing to you.. 	<ul style="list-style-type: none"> • You can read sentence without me
Mathematics 	Count objects, actions and sounds.	<ul style="list-style-type: none"> • I can count out 3 objects when asked and then I'm beginning to count out objects to 5 • I am beginning to say how many when counting with support . • I can count 'how many' out loud with support • I can give you 4,5,6, objects when asked with support • I can sing a simple counting rhyme with you, for example 1,2,3,4,5 once I caught a fish alive • I can count in my play based learning • I can count with a group to find an answer • I am beginning to recognise numbers to 10 	<ul style="list-style-type: none"> • I can count out objects to 10 • I can match objects to number amount s • I can tell you how many by counting out loud • I can guess 'how many' with near accuracy showing I know 'how many' that number might look like in objects • when you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence • I can sing and action a counting song, for example one little duck went swimming on e day (forwards) • I know when to use my counting skills • I can recognise numbers to 10 and beyond (to 20)
	Subitise.	<ul style="list-style-type: none"> • I am beginning to use a dice to recognise numbers through dots • I am working daily with objects 1,2,3,4,5 to be able to recognise instantly the number the represent • I can show you 1,2,3,4,5 on my fingers 	<ul style="list-style-type: none"> • I can roll a dice and tell you the number I land on • I can recognise instantly 1-6 objects or dots • I can tell you numbers as they are revealed to me • I can show you 5-10 on my fingers
	Link the number symbol (numeral) with its cardinal number value.	<ul style="list-style-type: none"> • I am beginning to understand the value of 1-5 • I am beginning to use Numicon to display numbers value • I am exploring other ways to record number quantities (tallies, dots and number cards) 	<ul style="list-style-type: none"> • I can show in objects the value of 1-10 • I can show you a number identity with Numicon pieces • I can record number quantities with tallies, dots and numbers • I can write numbers 0-10
	Count beyond ten.	<ul style="list-style-type: none"> • I am beginning to count to 10 independently • I am beginning to count beyond 10 • I can recognise a number line • am looking for numbers in my environment to recognise • I can recognise numbers to 10 	<ul style="list-style-type: none"> • I can count beyond 10 to 20 independently • I can count in 10's to 100 • I can count along a number line • I can recognise numbers in the environment and tell you what they might be I recognise that my counting in tens looks like 10,20,30,40, 50
	Compare numbers.	<ul style="list-style-type: none"> • I am beginning to compare number amounts 1,2,3,4,5 • I can recognise when the number is the same in amounts • I am beginning to talk about mounts as more than and less than, fewer and equal to 	<ul style="list-style-type: none"> • I can compare number amounts up to 20 • I can recognise and say this amount is the same and I'm beginning to understand 'equal to' • I can distribute an amount evenly to recipients (snack to peers), cubes in a game, cards in a card game

	Understand the 'one more than/one less than' relationship between consecutive numbers.	<ul style="list-style-type: none"> • I can understand 1 and then one more makes 2 • I can count 1,2,3,4,5 with objects and add one more to make the next number • I can sing simple songs predicting how many when we add one more • I can complete a simple jigsaw 	<ul style="list-style-type: none"> • I can understand one more when asked 'one more than ...' to 10 • I can count 1-10 adding one more object to make the correct amount • I can line up 10 and tell you 1 less back to 0 • I can complete an age appropriate jigsaw puzzle
	Explore the composition of numbers to 10.	<ul style="list-style-type: none"> • I know my numbers 1,2,3,4,5 and I can match objects or Numicon • I am beginning to understand numbers represented on a dice • I am beginning to double my numbers 1,2,3,4 and 5 	<ul style="list-style-type: none"> • I can tell the doubles of 1,2,3,4,5 • I can show doubles in objects • I can write the doubles in a simple number sentence $1+1=2$, $2+2=4$ • I can mental recall doubles when asked
	Automatically recall number bonds for numbers 0–10.	<ul style="list-style-type: none"> • I am beginning to divide up my 10 objects into two groups. • I am beginning to know $5+5=10$ (with adult modelling number sentence) • I am beginning to know $2+2=4$ • I am beginning to know $1+1=2$ • I am beginning to use my number knowledge to solve everyday problems 	<ul style="list-style-type: none"> • I know 'how many' added makes 2-10 by dividing groups into two • I know $1+2=3$, $3+2=5$, $3+3=6$, $3+4=7$, $4+4=8$, $5+4=9$ • I can tell you in a problem how many more we need to make the number to 10 • I can use a number frame and tell you how many more to make the number • I have mastered the technique of knowing how many make the number to 10
	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	<ul style="list-style-type: none"> • I can find a simple shape when asked • I can build with a variety of construction • I can select blocks to build a structure • I can begin to copy a simple 2D pattern • I can build with 3D shapes 	<ul style="list-style-type: none"> • I can build and then come back and restructure with additions the next day • I can name 2D shapes including pentagons, hexagons and octagons • I can complete a complex puzzle
	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	<ul style="list-style-type: none"> • I am beginning to make pictures with shapes • I can make patterns with several sided shapes • I can begin to recognise shapes in my environment 	<ul style="list-style-type: none"> • I can add to my simple 2D shape picture by exploring the combining of shapes to make new ones • I can find a 2D shape in the environment I can find a 3D shape in the environment
	Continue, copy and create repeating patterns.	<ul style="list-style-type: none"> • I am beginning to continue and replicate patterns (AB, ABB, ABBC) • I am beginning to see mistakes in a pattern I am enjoying exploring patterns 	<ul style="list-style-type: none"> • I can make an independent pattern and challenge my friend to complete it • I can easily see a mistake in a pattern and correct it • I enjoy making patterns and challenging myself to improve the complexity
	Compare length, weight and capacity.	<ul style="list-style-type: none"> • I can use the words long and short • I can use the words heavy and light • I am exploring the scales for balance purposes 4. I can use the words full and empty 	<ul style="list-style-type: none"> • I can tell you if it is longer or shorter than a pencil • I can order two things according to length • I can order two things according to weight • I can order two things saying which will hold the most

Understanding the World



<p>Talk about members of their immediate family and community..</p>	<ul style="list-style-type: none"> ● I can draw my family. ● I can tell you about them from my drawing. ● I can share a family photo that is a happy memory 	<ul style="list-style-type: none"> ● I can tell you what my family likes and dislikes. ● I can tell you what they do when I'm at school. ● I can share something from home to tell you more about my family. ● I can answer questions about my family life.
<p>Name and describe people who are familiar to them.</p>	<ul style="list-style-type: none"> ● I know who I can ask to help me in school. ● I know the name of the head teacher what they do. ● I know the school secretary and what they do 	<ul style="list-style-type: none"> ● I can tell three members of staff from the school and their roles. ● I can tell you what people in our community do to help us
<p>Comment on images of familiar situations in the past.</p>	<ul style="list-style-type: none"> ● I can tell you 'this is old'. 	<ul style="list-style-type: none"> ● I can explore old artifacts and tell you why they are old.
<p>Compare and contrast characters from stories, including figures from the past.</p>	<ul style="list-style-type: none"> ● I can tell you if a character in a story is old. ● I can tell you if this story is about the past. ● I am beginning to learn traditional stories from the past. Guy Fawkes, Christmas story, Easter story 	<ul style="list-style-type: none"> ● I can tell you about the present. ● I can tell you a story from the past. ● I can tell you a fairy tale. ● I can tell you the theme from the tale. ● I can tell you about the characters. ● I can tell you a traditional tale from another culture.
<p>Draw information from a simple map.</p>	<ul style="list-style-type: none"> ● I can show you a map. ● I can explore a simple map. ● I can make a treasure map with X marking the treasure spot.. 	<ul style="list-style-type: none"> ● I can explore a google map of our school. ● I can show you features. ● I can look at a local street or railway map and explore our area
<p>Understand that some places are special to members of their community..</p>	<ul style="list-style-type: none"> ● I can tell the building is a church. ● I can go to assembly to worship. ● I can listen to people from different religions and cultures with interest 	<ul style="list-style-type: none"> ● I can tell you it's a church, synagogue, Mosque, Gurudwara. ● I can tell you characteristics of other religions and cultures. ● I can tell you what places of worship are near our school. ● I can ask a visitor questions about different religions and cultures
<p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<ul style="list-style-type: none"> ● I can tell you about my beliefs. ● I can tell you what my family celebrate. ● I can explore our schools collective worship time. 	<ul style="list-style-type: none"> ● I can talk about my beliefs and celebrations with passion. ● I can tell you about someone else and what they believe and celebrate. ● I celebrate differences with a positive attitude.
<p>Recognise some similarities and differences between life in this country and life in other countries</p>	<ul style="list-style-type: none"> ● I can tell you where I live – town and country. ● I can tell you about where I live, my home style and favourite thing to do here. ● I am beginning to know about people around the world 	<ul style="list-style-type: none"> ● I can tell you about a place in the world I would like to go and why. ● I can explore a different country. ● I can see this country is different to where I live. ● I can explore a celebration of a different kind and tell you what I liked.
<p>Explore the natural world around them.</p>	<ul style="list-style-type: none"> ● I can play outdoors. 	<ul style="list-style-type: none"> ● I can explore my outdoor environment. ● I can explore my outdoors to experience changes, weather and physical challenges.

	Describe what they see, hear and feel whilst outside.	<ul style="list-style-type: none"> • I can observe the natural world outside my classroom. • I am beginning to use descriptive words to describe what I see outdoors. • I can identify a plant. • I can identify an animal. 	<ul style="list-style-type: none"> • I can use my senses to explore the natural world. • I can climb to explore. • I can explore unfamiliar areas in the outdoors. • I can show you I'm interested in the outdoors • I can tell you familiar plants and name them. • I can tell the difference between bushes and trees. • I can say bird names familiar to my outdoors. • I can say animal names.
	Recognise some environments that are different to the one in which they live.	<ul style="list-style-type: none"> • I can tell you I live in a town. • I can tell you the nearest city. 	<ul style="list-style-type: none"> • I can tell you where I live and describe its features.. • I can tell you about the countryside and why its different to where I live. • I can tell you its natural. I can tell you its manmade
	Understand the effect of changing seasons on the natural world around them.	<ul style="list-style-type: none"> • I can talk about the weather. • I can tell you if I need a coat. • I observe changes in weather. • I am beginning to learn about the seasons. 	<ul style="list-style-type: none"> • I can tell you about winter. • I can tell you about spring. • I can tell you about summer. • I can tell you about Autumn.
<p>Expressive Arts and Design</p> 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<ul style="list-style-type: none"> • I can mix colours and know the colour I want to create. • I can create my own independent creations. 	<ul style="list-style-type: none"> • I can mix colours and add white or black correctly to get the colour I want. • I can create creations over a few days. • I can observe my creation and make changes. • I create creations in a team.
	Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none"> • I can choose a song I like to dance to. 	<ul style="list-style-type: none"> • I can move my body in a variety of ways to a song I like. • I can listen to a variety of music. • I like to listen to different styles of music
	Watch and talk about dance and performance art, expressing their feelings and responses.	<ul style="list-style-type: none"> • I can watch a simple performance. • I can tell you if I like a show I've watched 	<ul style="list-style-type: none"> • I can watch a performance with enjoyment • I can tell you about the show I watched and discuss.
	Sing in a group or on their own, increasingly matching the pitch and following the melody	<ul style="list-style-type: none"> • I can sing on my own. • I can sing in a group. 	<ul style="list-style-type: none"> • I can sing in tune. • I can sing in a group making it sound nice.
	Develop storylines in their pretend play.	<ul style="list-style-type: none"> • I can pretend play. • I can imaginative play. 	<ul style="list-style-type: none"> • I can use enhancements to extend my pretend play. • I can create or ask for enhancements to extend my imaginative play.
	Explore and engage in music making and dance, performing solo or in groups	<ul style="list-style-type: none"> • I can engage in music making. • I can explore music. • I can dance along. • I can do a simple performance 	<ul style="list-style-type: none"> • I can engage in music and follow a story map creating a musical accompaniment. • I can perform in a performance. • I can dance in a sequence of learnt moves

