

	<u>EYFS Areas of Learning</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Personal, Social and Emotional Development</b>	<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>-Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her</li> <li>-Is developing his/her sense of responsibility and membership of a community</li> <li>-Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>-Increasingly follows rules, understanding why they are important</li> <li>-Does not always need an adult to remind him/her of a rules</li> <li>-Is developing appropriate ways of being assertive</li> <li>-Talks with others to solve conflicts</li> <li>-Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> </ul>	<ul style="list-style-type: none"> <li>-Expresses his/her feelings and considers the feelings of others</li> <li>-Is able to identify and moderate his/her own feelings socially and emotionally</li> <li>-Manages his/her own needs</li> </ul>	<ul style="list-style-type: none"> <li>-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> </ul>
	<b>Vocabulary</b>	Feelings - happy, sad, worried, angry, excited, tired, scared, instruction, attention, instruction, strengths, qualities, attention, distraction		
	<b>Managing Self</b>	<ul style="list-style-type: none"> <li>-Is showing more confidence in new social situations</li> </ul>	<ul style="list-style-type: none"> <li>-Sees himself/herself as a valuable individual</li> <li>-Shows resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul>
	<b>Vocabulary</b>	Rules, voice, respect, rules, perseverance, resilience, hygiene, feelings, independent, feelings, health, clean, germs, exercise		
	<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>-Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting</li> <li>-Plays with one or more other children, extending and elaborating play ideas</li> <li>-Is beginning to understand how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>-Builds constructive and respectful relationships</li> <li>-Thinks about the perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>-Show sensitivity to their own and to others' needs.</li> <li>-Form positive attachments to adults and friendships with peers;</li> <li>-Work and play cooperatively and take turns with others;</li> </ul>
	<b>Vocabulary</b>	Share, take turns, Problems, feelings, confidence, relationships, problems, cooperative, sensitive,		
	<b>How this is covered:</b>	<ul style="list-style-type: none"> <li>-Aware of daily routine</li> <li>-Will have a go with most activities they feel comfortable with</li> <li>-Develops good bonds with key adults in school</li> <li>-Begin to take part in the wider aspect of school - assemblies</li> <li>-Hang belongings in cloakroom and find their own items</li> <li>-Tidies away toys and clears away things that have been used</li> <li>-Help an adult when asked</li> <li>-Says please and thank you</li> <li>-Asks to go to the toilet</li> <li>-Take turns when playing</li> <li>-Shares toys</li> <li>-Can express feelings</li> <li>-Enjoys imaginative play</li> <li>-Can play a game led by an adult</li> <li>-Able to stand in a line for lunch time, going to worship and at home time</li> </ul>	<ul style="list-style-type: none"> <li>-Waits for their turn to talk</li> <li>-Can agree or disagree with an adult using words and gestures</li> <li>-Will have a go with most activities</li> <li>-Will tidy away items safely</li> <li>-Joins in with daily routines</li> <li>-Is part of the wider aspect of school - assemblies</li> <li>-Ask to go to the toilet when needed but is able to identify times to use the toilet during the day</li> </ul>	<ul style="list-style-type: none"> <li>-Comes into school happily</li> <li>-Awareness of adults within school</li> <li>-Talks about daily routines</li> <li>-Can organise themselves in the environment - class, cloakroom, lunchtime</li> <li>-Will have a go at activities</li> <li>-Shows preferences with activities and can say why</li> <li>-Will offer to help others</li> <li>-Say please and thank you and respond to others in conversations</li> <li>-Will wait their turn and put hands up to talk</li> <li>-Play co-operatively and look after toys</li> <li>-Can express feelings</li> <li>-Finds resolutions without conflict</li> <li>-Is involved in more complex imaginative play with changing roles</li> <li>-Organising and cooperating with other children</li> <li>-Shows awareness of others</li> <li>-Can play a game in a small group of peers</li> </ul>

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>-Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>-Goes up steps and stairs, or climbs up apparatus, using alternate feet</li> <li>-Skips, hops, stands on one leg and can hold a pose for a game like musical statues</li> <li>-Uses large-muscle movements to wave flags and streamers, paint and make marks</li> <li>-Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams</li> <li>-Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>-Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width</li> <li>-Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel</li> <li>-Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> </ul>	<ul style="list-style-type: none"> <li>-Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>-Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>-Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</li> <li>-Is developing overall body-strength, balance, co-ordination and agility</li> <li>-Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>-Is progressing towards a more fluent style of moving, with developing control and grace</li> <li>-Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>-Is able to combine different movements with ease and fluency</li> <li>-Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>-Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>-Knows and can talk about the different factors that support his/her overall health and wellbeing; healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian, lining up and queuing, mealtimes, personal hygiene</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>-Demonstrate strength, balance and coordination when playing;</li> <li>-Negotiate space and obstacles safely, with consideration for themselves and others;</li> </ul>
	Vocabulary	Walk, hop, crawl, travel, stop, start, balance, turn, direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination, balance, high, low		
	Fine Motor Skills	<ul style="list-style-type: none"> <li>-Uses one-handed tools and equipment, e.g. making snips in paper with scissors</li> <li>-Uses a comfortable grip with good control when holding pens and pencils</li> <li>-Is starting to eat independently and learning how to use a knife and fork</li> <li>-Shows a preference for a dominant hand</li> <li>-Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</li> <li>-Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</li> <li>-Is able to make healthy choices about food, drink, activity and tooth brushing</li> </ul>	<ul style="list-style-type: none"> <li>-Is developing the foundations of a handwriting style which is fast, accurate and efficient</li> <li>-Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>	<ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>
	Vocabulary	Snip, cut, turn, grip, control, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,		
	How this is covered:	<ul style="list-style-type: none"> <li>-Holds a pencil with developing control</li> <li>-Put arms into coat</li> <li>-Fasten buttons</li> <li>-Begin to eat with a fork and spoon and trying to use a knife.</li> <li>-Try different foods</li> <li>-Wash hands independently</li> <li>-Go to the toilet independently and is able to wipe themselves clean</li> <li>-Use the stairs handrail</li> <li>-Use scissors to make snips in paper and try to hold scissors correctly</li> <li>-Paints with up and down strokes</li> <li>-Can sit on a chair with increasing stability and try to cross legs on carpet, if physically able to</li> <li>-Can walk, run and stand on tiptoe</li> <li>-Can stand on one leg for 3-5 seconds</li> <li>-Can stand / walk on heels when shown</li> <li>-Can copy actions of others</li> <li>-Engages in messy play</li> </ul>	<ul style="list-style-type: none"> <li>-Holds a pencil effectively, mostly with a tripod grip</li> <li>-Put on socks and shoes</li> <li>-Do up a zip to the top once started</li> <li>-Become more confident when using a fork and spoon</li> <li>-Pour a drink</li> <li>-Use scissors to cut paper and hold scissors correctly</li> <li>-Paints with correct strokes</li> <li>-Can sit with stability on a chair and cross legs on carpet</li> <li>-Can climb a ladder</li> <li>-Can hop on a preferred foot</li> <li>-Can stand on one leg for 8-10 seconds</li> </ul>	<ul style="list-style-type: none"> <li>-Holds pencil with an effective tripod grip and holds paper with other hands</li> <li>-Can get changed and unchanged with very little support</li> <li>-Can put coat on independently.</li> <li>-Try to cut up own food with a knife</li> <li>-Knows what food they like / dislike</li> <li>-Go to the toilet independently and is able to wipe themselves clean</li> <li>-Can walk up and down stairs one foot per stair</li> <li>-Uses scissors competently to cut out shapes</li> <li>-Can walk on a narrow line</li> <li>-Can hop on either foot</li> <li>-Can walk on heels</li> <li>-Active and skilful in climbing, swinging, digging, sliding</li> <li>-Skips on alternate feet</li> <li>-Plays all variety of ball games - can kick, catch and throw a ball</li> <li>-Can copy a sequences of actions</li> </ul>

Communication and Language	Listening, Attention, Understanding	<ul style="list-style-type: none"> <li>-Enjoys listening to longer stories and can remember much of what happens</li> <li>-Can find it difficult to pay attention to more than one thing at a time</li> <li>-Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</li> <li>-Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<ul style="list-style-type: none"> <li>-Understands how to listen carefully and why listening is important</li> <li>-Learns new vocabulary</li> <li>-Uses new vocabulary through the day</li> <li>-Engages in story times</li> <li>-Listens to and talk about stories to build familiarity and understanding</li> <li>-Listens carefully to rhymes and songs, paying attention to how they sound</li> <li>-Learns rhymes, poems and songs</li> <li>-Engages in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>-Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>-Asks questions to find out more and to check he/she understands what has been said to him/her</li> <li>-Is able to articulate his/her ideas and thoughts in well-formed sentences</li> <li>-Can connect one idea or action to another using a range of connectives</li> <li>-Is able to describe events in some detail</li> <li>-Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</li> <li>-Is developing social phrases</li> <li>-Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</li> <li>-Uses new vocabulary in different contexts</li> </ul>
	Vocabulary	Story, book, page, turn, front cover, rhymes, question, answer, conversation, question, answer, retell, sentence, vocabulary, conversation, turn taking		
	Speaking	<ul style="list-style-type: none"> <li>-Uses a wider range of vocabulary</li> <li>-Sings a large repertoire of songs</li> <li>-Knows many rhymes, is able to talk about familiar books, and can tell a long story</li> <li>-Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> <li>-Uses longer sentences of four to six words</li> <li>-Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions</li> <li>-Can start a conversation with an adult or a friend and continue it for many turns</li> <li>-Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>-Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers</li> <li>-Make comments about what they have heard and ask questions to clarify their understanding</li> <li>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> <li>-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul>
	Vocabulary	Retell, rhymes, turn-taking, conversations, retell, conjunctions, question, sentence, tense		
	How this is covered:	<ul style="list-style-type: none"> <li>-Ask lots of questions - why, what, where, who</li> <li>-Answer questions about why something has happened</li> <li>-Using longer sentences and linking ideas</li> <li>-Describe events that have already happened</li> <li>-Have mostly clear speech and can be easily understood</li> <li>-Listen to longer stories and answer questions immediately afterwards</li> <li>-Follow 2 part instructions</li> <li>-Use talk to organise themselves</li> <li>-Enjoy make believe play</li> <li>-Can communicate basic needs to an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Re-tell short stories in order</li> <li>-Using story language</li> <li>-Using most speech sounds and can be understood easily</li> <li>-Enjoy listening stories</li> <li>-Building their bank of words and asking meaning of new words and trying to use in context</li> </ul>	<ul style="list-style-type: none"> <li>-Take turns in much longer conversations</li> <li>-Use well-formed sentences that can be understood</li> <li>-Making up stories of their own</li> <li>-Ask relevant questions in response to what they have heard</li> <li>-Understand a longer list of instructions</li> <li>-Understand spoken instructions and can listen without stopping what they are doing</li> <li>-Understanding more complex language including prepositions, sequencing, time</li> <li>-Use talk to take on different roles during imaginative play</li> <li>-Use talk to work out problems and organise thinking</li> <li>-Using talk to develop good friendships</li> <li>-Understands humour</li> <li>-Understands past, present and future</li> </ul>

Literacy	Comprehension	-Engages in extended conversations about stories, learning new vocabulary	-Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Anticipate - where appropriate - key events in stories; -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
	Vocabulary	Stories, opinion, question, answer, refrain, characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction, information		
	Word Reading	-Understands that print has meaning -Understands that print can have different purposes -Understands that we read English text from left to right and from top to bottom -Understands the names of the different parts of a book -Understands page sequencing -Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes -Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word -Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother	-Reads individual letters by saying the sounds for them -Is beginning to be able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences -Can read some letter groups that each represent one sound and say the sounds for them -Can read a few common exception words matched to the school's phonic programme -Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	-Confidently reads individual letters by saying the sounds for them -Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences -Can read some letter groups that each represent one sound and say the sounds for them -Can read a few common exception words matched to the school's phonic programme -Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words -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.
	Vocabulary	Sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture		
	Writing	-Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy -Writes some or all of his/her name -Writes some letters accurately	-Is able to spell words by identifying the sounds and then writing the sound with letter/s	-Can form lower-case and capital letters correctly -Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop -Re-reads what he/she has written to check that it makes sense -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.
	Vocabulary	Straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements, Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip		
	How this is covered:	-Recognise name and initial letter -Joins in with listening games -Can clap/count syllables in a word -Joins in with rhymes, including Nursery Rhymes -Can hear if 2 words rhyme -Can suggest another rhyming word -Recognises most Set 1 sounds -Beginning to blend cvc words -Enjoys stories and can join in with repeating phrases -Can give a favourite story and talk about it -Can hold a book the correct way up -Will look at books independently -Copy and write name -Draw a face -Colour in carefully -Make marks on paper - crosses -Beginning to write some recognisable letters	-Joins in with singing the A,B, C song -Recognises Set 1 and some Set 2 sounds -Can read some high frequency words that appear in the Read, Write Inc. books -Able to read some short phrases/sentences in Read Write Inc books -Draws a recognisable person -Able to write their name which is recognisable -Writing many recognisable letters -Writing cvc words correctly -Hearing and writing main sounds in words -Beginning to write some words containing some familiar digraphs -Beginning to write a phrase/sentence	-Recognises Set 1, set 2 and some set 3 sounds -Able to decode 3, 4 and 5 phoneme words -Reads some high frequency words -Writes name independently -Draw a person -Copy a picture from instructions -Can copy shapes - triangles, circles, squares -Make diagonal and line marks -Can colour in within the lines -Can write on a line -Forming most letters correctly -Writing ccvc/cvcc words correctly -Writing words containing some familiar digraphs correctly -Writing at least 1 phrase/sentence which can be read by others

Mathematics	Number	<ul style="list-style-type: none"> <li>-Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>-Recites numbers past 5</li> <li>-Can say one number for each item in order: 1,2,3,4,5</li> <li>-Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>-Can show 'finger numbers' up to 5</li> <li>-Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</li> <li>-Is experimenting with his/her own symbols and marks as well as numerals</li> <li>-Is able to solve real world mathematical problems with numbers up to 5</li> <li>-Can compare quantities using language such as; 'more than', 'fewer than'</li> </ul>	<ul style="list-style-type: none"> <li>-Counts objects, actions and sounds</li> <li>-Is able to subitise (recognise how many objects there are in a small group without counting)</li> <li>-Is able to link the number symbol (numeral) with its cardinal number value</li> <li>-Can count beyond ten</li> <li>-Is able to compare numbers</li> <li>-Understands the 'one more than/one less than' relationship between consecutive numbers</li> <li>-Is able to explore the composition of numbers to 10</li> <li>-Automatically recalls number bonds for numbers 0-10</li> </ul>	<ul style="list-style-type: none"> <li>-Have a deep understanding of number to 10, including the composition of each number;</li> <li>-Subitise (recognise quantities without counting) up to 5;</li> <li>-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.</li> </ul>
	Vocabulary	Count, number, numeral, more than, less than, total, altogether, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond, part, whole		
	Numerical Patterns	<ul style="list-style-type: none"> <li>-Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'</li> <li>-Understands position through words alone, e.g. "The bag is under the table," - with no pointing</li> <li>-Can describe a familiar route</li> <li>-Is able to discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>-Can make comparisons between objects relating to size, length, weight and capacity</li> <li>-Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc</li> <li>-Combines shapes to make new ones; an arch, a bigger triangle etc</li> <li>-Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</li> <li>-Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>-Can select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>-Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can</li> <li>-Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</li> <li>-Notifies and corrects an error in a repeating pattern</li> <li>-Is able to continue, copy and create repeating patterns</li> <li>-Can compare length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
	Vocabulary	More than, less than, pattern, even, odd, less, more, same, equal		
	How this is covered:	<ul style="list-style-type: none"> <li>-Counts to 10</li> <li>-Can subitise up to 3</li> <li>-Can represent up to 5 using objects, fingers etc</li> <li>-Beginning to write some numerals</li> <li>-Recognises numbers to 10</li> <li>-Places 1 to 5 in order</li> <li>-Interested in counting objects, movements, claps</li> <li>-Interested in numbers in the environment</li> <li>-Solves a simple jigsaw</li> <li>-Can match shapes in a game</li> <li>-Can play snap games</li> <li>-Can understand and use the language 'more' and 'fewer' than to compare 2 groups of objects</li> <li>-Can name the 4 basic 2D shapes</li> <li>-Orders 2-3 objects by weight/length/height and capacity</li> </ul>	<ul style="list-style-type: none"> <li>-Counting 1:1 correspondence to 10</li> <li>-Writes some recognisable numerals</li> <li>-Can work out one more or one less than to at least 10 using objects, fingers or mentally</li> <li>-Beginning to know some number bonds up to 5</li> <li>-Can copy, continue and create an ABAB pattern</li> <li>-Can create their own repeating patterns</li> <li>-Can name at least 4 2D shapes and some 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>-Count forwards and backwards to 20 from any given numbers</li> <li>-Number sequences to 10 forwards and backwards</li> <li>-Recognise numbers to 20</li> <li>-Order numbers to 20</li> <li>-Write digits 0-9 accurately</li> <li>-Beginning to count forwards and backwards in 10s to 100</li> <li>-Beginning to count forwards and backwards in 2s to 20</li> </ul>



Understanding the World	Past and Present	-Is beginning to make sense of his/her own life-story and his/her family's history	-Comments on images of familiar situations in the past -Is able to compare and contrast characters from stories, including figures from the past	-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.
	Vocabulary	Family, change, growth, baby, toddler, child, adult, past, present, change, time, timeline, future, today, tomorrow, yesterday, first, before, next, after		
	People, Culture, Communities	-Shows interest in different occupations -Explores how things work -Is continuing to develop positive attitudes about the differences between people -Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos	-Talks about members of his/her immediate family and community -Names and describes people who are familiar to him/her -Is able to draw information from a simple map -Understands that some places are special to members of his/her community -Recognises that people have different beliefs and celebrate special times in different ways -Recognises some similarities and differences between life in this country and life in other countries	-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.
	Vocabulary	Jobs, differences, similarities, countries, world, land, sea, similar, different, country, world, map, religion, belief, community, celebration, family, traditions, place of worship, church, Christian		
	The Natural World	-Uses all his/her senses in hands-on exploration of natural materials -Explores collections of materials with similar and/or different properties -Talks about what he/she sees, using a wide vocabulary -Is beginning to understand the need to respect and care for the natural environment and all living things -Talks about the differences between materials and changes he/she notices -Understands the effect of changing seasons on the natural world around him/her	-Explores the natural world around him/her -Describes what he/she can see, hear and feel whilst outside -Recognises some environments that are different to the one in which he/she lives -Understands the effect of changing seasons on the natural world around him/her -Explores and talks about different forces he/she can feel	-Understands the effect of changing seasons on the natural world around him/her -Plants seeds and cares for growing plants -Understands the key features of the life cycle of a plant and an animal -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.
	Vocabulary	Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze, similar, different, country, world, earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt, weather, sun, rain, snow, fog, hail, cloud, investigate, explore, dissolve, evaporate, observe, same,		
	How this is covered:	-Understand language of today, tomorrow and yesterday. -Speak about an event which has happened in the past and discuss a future event. -Order a sequence of up to 3 events. -Know that some objects are old and new. -Ask questions about objects, events and animals observed in their environment. -Considers and offers explanations of how things might work -Knows names of some fruits and vegetables -Knows parts of the body -Beginning to understand the seasons - Uses descriptive terms, such as 'fast', 'slow', 'hot' and 'cold' -Looks closely at similarities, differences, patterns and changes. -Understands the importance of washing hands, brushing teeth and eating a healthy snack. -Sorts objects into groups by size, colour -Understands the concept of the world -Knows where they live - town -Knows who they live with -Talks about the daily weather and links to the seasons -Follows simple directions - backwards, forwards	-Use descriptive terms such as 'smooth', 'rough' 'boiling' and 'freezing', 'floating and sinking' -Understands light and dark -Understands ideas connected to light and dark - e.g. reflection, nocturnal animals etc -Understands modes of transport -Shows interests in different animals and sound they make -Discusses why some objects are old and new. -Find out how things work by observations and experimentation -Understands the concept of the world and that different people live in different places -Identifies similarities and differences in different environments -Develops an understanding of locational knowledge - beach, city, river, country -Develops an understanding of transport and make links - e.g. cars -road, train - tracks -Talks about the daily weather and links to the seasons	-Use language associated with time - today, tomorrow, yesterday, week, month, year -Understands and speak about events in past, present, future. -Orders a sequence of up to 5 events. -Make observations about objects, events and animals and answer questions. -Understands that animals live in different habitats -Know parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,) -Know what happens within each season and how the weather changes -Know parts of the body and the senses -Know about similarities and differences in relation to places, objects, materials and living things -Know how to keep healthy - daily exercise, healthy diet, brushing teeth, enough sleep -Sorts a variety of objects into groups - size, colour, texture, function -Knows where they live - first line of address, house number, town -Talks about the daily weather and links to the seasons

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>-Explores different materials freely, in order to develop his/her ideas about how to use them and what to make</li> <li>-Is developing his/her own ideas and is then able to decide which materials to use to express them</li> <li>-Can join different materials and explore different textures</li> <li>-Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</li> <li>-Is drawing with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>-Uses drawing to represent ideas like movement or loud noises</li> <li>-Explores colour and colour-mixing</li> </ul>	<ul style="list-style-type: none"> <li>-Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings</li> <li>-Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them</li> <li>-Creates collaboratively sharing ideas, resources and skills</li> </ul>	<ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>-Share their creations, explaining the process they have used;</li> <li>-Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
	Vocabulary	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark, colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, print, design		
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>-Takes part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>-Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>-Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>-Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc</li> <li>-Listens with increased attention to sounds</li> <li>-Responds to what he/she has heard, expressing his/her thoughts and feelings</li> <li>-Is able to remember and sing entire songs</li> <li>-Can sing the pitch of a tone sung by another person ('pitch match')</li> <li>-Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>-Is able to create his/her own songs, or improvise a song around one he/she knows</li> <li>-Plays instruments with increasing control to express his/her feelings and ideas</li> <li>-Listens attentively, moves to and talks about music, expressing his/her feelings and responses</li> <li>-Watches and talks about dance and performance art, expressing his/her feelings and responses</li> <li>-Sings in a group or on his/her own, increasingly matching the pitch and following the melody</li> <li>-Is able to develop storylines in his/her pretend play</li> <li>-Explores and engages in music making and dance, performing solo or in groups</li> </ul>	<ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>-Sing a range of well-known nursery rhymes and songs;</li> <li>-Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>
	Vocabulary	Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo, rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, fast, slow, instrument, sounds		
	How this is covered:	<ul style="list-style-type: none"> <li>-Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes</li> <li>-Knows same colour words - primary colours</li> <li>-Drawings have some resemblance to people, objects</li> <li>-Choose colour for a purpose</li> <li>-Draw around the outline of a shape</li> <li>-Talk about what they are drawing</li> <li>-Make simple marks based on own experiences</li> <li>-Form prints with simple objects - leaf, hand</li> <li>-Use paints and brushes to make simple marks</li> <li>-Use fingers, hands, cardboard in paint to make marks</li> <li>-Can cut snips of paper</li> <li>-Build and stack objects</li> <li>-Build with a purpose in mind</li> <li>-Use simple tools to shape, assemble and join materials - glue, paste, scissors, tape</li> <li>-Carve and make shapes into modelling materials</li> <li>-Sort materials by colour</li> <li>-Sing simple rhymes and clap to a song</li> <li>-Tap a beat</li> <li>-Move to music</li> <li>-Uses realistic toys in pretend play</li> <li>-Use technological toys to move in various directions</li> </ul>	<ul style="list-style-type: none"> <li>-Creates own music when using instruments</li> <li>-Choose and stick different papers to layer</li> <li>- Joins objects together</li> <li>-Experiments with colour and texture</li> <li>-Articulate what they are drawing to an adult</li> <li>-Develop language of colour (secondary colours) and mix colours to make new colours</li> <li>-Create a simple collage</li> <li>-Use paints and brushes to make a range of marks - dots, dabs, zig zags, wavy</li> <li>-Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string</li> <li>-Uses a range of objects (real, pretend, abstract) to imitate play</li> <li>-Complete a simple program on a computer.</li> </ul>	<ul style="list-style-type: none"> <li>-Use variety of art tools with greater accuracy</li> <li>-Produce recognisable drawings of people and objects</li> <li>-Draw with precision around the outline of shapes</li> <li>-Make marks using shape and pattern on a range of surfaces</li> <li>-Develop simple patterns by printing with objects using range of materials</li> <li>-Use fabrics to weave</li> <li>-Use scissors along straight and curved shape</li> <li>-Build and join 3D structures using a range of materials for a specific purpose</li> <li>-Experiments with colour, design, texture and function</li> <li>-Uses a wide range of tools with greater accuracy to shape, assemble and join materials - glue, tape, scissors, string, staples, clips, weaving</li> <li>-Sort materials by colour and texture</li> <li>-Follow rhymes and patterns using voice and instruments</li> <li>-Act out a drama to an audience.</li> <li>-Use a range of technological tools</li> </ul>