**Learning area strands**

My World

* Exploring my world (home, school and the local community)
* Exploring time past present and future
* Exploring places locally and across the world
* Exploring different cultures including religions

My Body and Wellbeing

* Developing physical control of my body
* Developing an understanding of my emotions
* Understanding how our bodies grow and change
* Developing healthy lifestyles

My Communication:

* Speaking, listening and conversational skills
* Literacy skills (reading and writing)

My Independence

* Personal care skills
* Cooking skills
* Travelling skills
* Developing independence within all other areas of learning

My Thinking

* Problem solving
* Basic number and maths skills
* Science skills of observation and enquiry
* Basic ICT skills

My Play

* Developing relationships with others
* Developing my likes and dislikes
* Developing my creativity

My Communication Intended Outcomes

Writing

Chooses to write

Makes marks (on a range of media e.g. paper, shaving foam play, sand)

Holds a pen / pencil using a palmer grip

Holds a pen/ pencil using a pincer grip

Draws circles and lines

Attempts to make letter shapes

Groups shapes together as if writing words

Over write letter shapes

Copy letter shapes

Write letter shapes from memory

Write letters of their name

Writes other familiar words

Builds sentences using symbols

Leaves spaces between words when writing a sentence

Uses a capital letters and full stops

Speaking, listening and conversational skills

Makes eye contact when someone talks to them

Makes sounds and vocalisations

Makes gestures

Communicates using meaningful eye contact (eye pointing) gestures and vocalisations.

Begins to have a vocabulary of signs or symbols

Understands the permanence of choice. Is able to make choices using signs, symbols gestures or vocalisations

Using signs or symbols is able to say what they want / respond to a question

* 1 key word
* 2 key words
* 3 key words
* Whole sentence

Participates in shared attention activities

Follows instructions 1 key word progressing to multi steps

Asks questions

Takes turns speaking and listening to build and maintain a conversation

Communicates with a wide range of people including, family, adults, friends and when in the community

Literacy skills

Reading (books)

Looks at objects and symbols in the environment

Participate in sensory stories

Chooses to look at books

Listens to a story being read to them. 1:1 and in a group

Anticipate events in a book

Shows awareness that a story has been changed

Points to pictures in a book

Points to pictures in a book on request

Joins in with familiar stories, songs and poems

Sequences parts of a familiar story

Retells a familiar story

Recognises letters in their name

Recognises the letters in their name and a few other letters

Recognises all letters in the alphabet

Matches letters and words

Read familiar words

Recognise key words in sentences

Read an increasing number of words

My Play Intended Outcomes

Developing play skills

Solitary Play:

Choosing something to play with

Playing on their own moving from one object to another

Playing on their own focused on one activity at a time

Parallel Play:

Playing alongside, but not with someone

Copying another child’s actions and play

Shared play:

Participating in an adult led activity / game

Participating in an adult led activity/ game with a peer or group

Inviting an adult to play

Inviting a peer to play

Being the leader in an activity

Accepting a peer being the leader in an activity

Independently playing in a grou

Developing my creativity

Playing with unspecific objects

Independently creating play and games during solitary play

Using imagination during shared play

Seeking activities they enjoy

Exploring different colours, patterns and shapes

Exploring different materials

Exploring musical instruments and different ways of making sounds

Using my imagination in drawing and composing

Participating in role play activities

Developing relationships with others

Noticing others around them

Taking toys they want to play with from someone else

Waiting until someone has finished playing with a toy they want

Choosing and inviting someone to play with / communicate with

Asking to share a toy

Leading in play directing other people

Being led in play taking instructions from someone else.

Taking turns when playing with 1 or more people

Playing a game as a group

Identify who is important to us. Friends, family, strangers

Explore different types of relationships

My World Intended Outcomes

Exploring time past present and future.

Looks at photos / watches videos of themselves in past experiences

Understands when an activity has finished

Shows anticipation for events

Shows understanding of time passing. Using now and then board

Shows understanding of what they did yesterday/ last week/ last year

Shows recognition of what is going to happen next/ tomorrow/ next week

Celebrates important dates e.g. birthdays

Experiences life in a range of different time periods

Identifies how life was the same / different in the past and present

Exploring places locally and across the world.

Explores different areas local and further afield e.g. forest school area, community shops, farm, and beach

Explores different seasons and weather

Experiences life around the world exploring different countries and environments

Explores different animals around the world

Explores different food around the world

Explores different languages around the world

Compares different countries describing how life is the same/ different

Identifies different types of transport to travel short and long distances

Exploring different cultures including religions.

Experiences a wide range of different cultural and religious festivals and celebrations

E.g. Christmas, Diwali, bonfire night, Remembrance Day through stories, visits, objects, food, music visitors etc

Explores how people are the same and how they can be different

Shares their own views

Listens to the views of others

Exploring my world (home, school and the local community)

Experiences a wide range of different settings and environments

With support transitions from one familiar area to another

Independently transitions within familiar environments e.g. classroom, school, home

Knows where their belongings are in their environment

Explore unfamiliar environments

Experiences different types of travel e.g. walking, bus, and trai

Explores a range of community environments including shops, play park etc

Names familiar places

Identifies places they like and dislike

Recognises people from the local community e.g. policemen

My Body and Wellbeing Intended Outcomes

Developing an understanding of my emotions

Shows emotional responses to stimulus / events

Listens to an adult labelling their emotions

Observes emotions and facial expressions using mirrors

Seeking self-calming activities

Identify when I feel happy and sad

Identify what makes me feel happy and sad

Begin to name a wide range of emotions

Explore how different emotions make my body feel

Recognise emotions in other peopl.

Show empathy – e.g. attempt to comfort someone who looks upset

Identify how they are feeling with increasing levels of accuracy

Describe what has happened to make them feel different emotions

Describe why they think someone might feel a certain way

Seek support from other when experiencing negative emotions

Develop skills to self-regulate emotions

Developing healthy lifestyles

Food and drink:

Eat food when it is given to them

Identify when they are full and stop eating

Recognise not everything is edible

Develop preferences for food

Explore a wide range of foods including food from different cultures

Making choices about what they want to eat

Explore healthy and unhealthy food

Describe healthy and unhealthy food

Make healthy choices when eating

Exercise:

Experience exercise naturally through play

Participate in adult led exercise activities

Explore how exercise makes us feel

Show understanding exercise is healthy

Describe why exercise is good

Choose to exercise because it is good for our bodies

Understanding how our bodies grow and change

Identify different body parts

Understand the difference between female and male

Explore life cycle of animals

Order the life cycle of an animal

Explore human life cycles

Order the life cycle of a human

Observe and measure our bodies changing e.g. height, shoe size, weight

Identify how our bodies change as we get older

Explore animal and human reproduction

Developing physical control of my body

Exploring their senses

Identifying different body parts

Moving different body parts

Developing gross motor skills: Running, running, jumping, swimming, walking down stairs etc

Sequencing two or more movements together

Developing fine motor skills

Choosing a writing hand

Completing two handed activities

My Thinking and Problem Solving Intended Outcomes

Measurement:

Exploring filling emptying / heavy and light

Using measurement implements and vocab in play e.g. rulers, scales

Identify big/ small, heavy/ light, full/ empty

Order and compare biggest to smallest, heaviest to lightest etc

Measure an object using non- standard units e.g. cubes, hands

Measure an object using standard units e.g. cm, ml, g

Using and applying:

Uses mathematical vocabulary in play

Recognises colours

Creates a pattern

Uses math skills to solve problems

Time:

Shows understanding of first / then

Anticipates events at certain times of the day

Recognises day/ night, morning/ afternoon

Ordering events on a timeline

Explores the passing of time e.g. 1 min.

Sings days of the week song

Names days of the week

Orders the days of the week

Names months of the year

Orders months of the year

Names the seasons

Reads a clock to the hour

Reads a clock to ½, ¼ and 5 minutes.

Reads a digital clock

Shape:

Explores different shapes

Matches 2d and 3d shapes

Names 2d and 3D shapes

Uses maths vocabulary in play

Finds 2D and 3D shapes in the environment

Recognises the properties of shapes

Basic number and maths skills

Number:

Participates in with number songs

Sorting and grouping

Uses numbers in play

Counts by rote to 3, 5, 10, 20

Recognises numerals

Writes numerals

Shows understanding of 1:1 correspondence

Counts forwards and backwards

Matches numerals to amounts

Sequences numerals

Identifies missing numbers on a number line

Adds 1 more

Adds two numbers together

Subtracts one

Subtracts more than 1

Explores division (sharing) and multiplication

Recognises mathematical signs

Names and uses mathematical signs

Money:

Exchanges money for item in a shop

Sorts coins by colour / size

Names coins and notes

Adds two coins together

Read price tags and selects coins

Basic ICT skills

Controls a switch

Activates toys

Uses an interactive ict (iPad and IWB)

1. Shows interest in interact acting

2. Swipes hands and fingers across the screen

3. Searches for a game / app

4. Intentional play

Controls simple remote controlled toys

Programmes beebots

Explores laptops / pc – pressing random keys

Uses basic computer programmes with increasing independence e.g. go talk, clicker 7, art apps

Develops typing skills

Uses the computer to answer questions and research projects

Know how to use the computer and internet safely

Use the computer to record their work

Problem solving

Understands that things are not permanent and may go and come back later

Shows understanding an object is needed

To gain access to an object by asking or looking for it

Solve basic problems by observing and copying

Build resilience trying different strategies to solve a problem

Remember problem solving techniques over time

Apply a new strategy if the first one doesn’t work

Ask for help when solving a problem

Solve a problem independently

Generalising strategies to solve similar problems

Develop confidence in problem solving

Solve a problem as a team

Science skills of observation and enquiry

Shows awareness of the world around them

Shows curiosity about the world around them

Observes different materials and how they can be changed

Observes changes e.g. messy play area, weather.

Observes different forces and how they affect objects

Observes different animals, their habitats and life cycles

Observes plants as they grow. Explore what they need to survive

Finds an adult to show what they have found

Gathers resources needed

Finds objects on request

Asks questions

Identifies how to find the answers they are looking for

Makes predictions

Records results

My Independence Intended Outcomes

Developing independence within all other areas of learning

In all areas students make progress from:

* adult dependence
* adult support (physical help and verbal)
* adult direction (verbal)
* independence

Remain focused on learning activity for increasing amounts of time

Can follow key word instructions

Can follow multi step instructions

Complete learning activities independently

Develops growth mind-set and resilience that they can achieve

Celebrates achievements

Cooking skills

Explores and plays with food

Develops basic cooking skills e.g. cutting, mixing, and measuring with increasing independence

Uses a range of kitchen utensils safely e.g. microwave, oven, hob

Gathers utensils and ingredients needed

Cleans up their area

Follows safety instructions

Develops safety awareness when in the kitchen

With adult support follows instructions to create a simple dish

Independently follows instructions to create a simple dish

Remembers how to prepare a simple dish from memory

Travelling skills

Travels independently around the classroom

Travels independently around familiar areas school

Explores unfamiliar setting with support

Explores unfamiliar setting independently

Explores different ways of travelling walking, mini bus and public bus

Explores safety awareness

Stops, looks and listens when crossing a road

Identifies where they need to go and how they will get there

Personal care skills

Is able to undo and do up buttons, zips Velcro

Take off and put on a range of different clothing items e.g. PE kit, school uniform, swimming kit, shoes

Explores tying shoelaces

Follows basic personal care routines. E.g. getting a plate for snack, making a drink, getting ready for school in the morning, organising their belongings on arrival in class. Initially with adult support then independently

Recognises when they have been to the toilet

Recognises when they need the toilet

Completes toilet routine with support

Completes toilet routine independently