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| **Term** | **Autumn** | | **Spring** | | **Summer** | |  |
| **Nursery**  **Reception** | **N**  **Birth- 3 Years** | **R** | **N**  **3-4 Year Olds** | **R** | **N**  **3-4 Year Olds** | **R** | **ELG**  **End of Reception** |
| **Skills & Knowledge** | **COMMUNICATION AND LANGUAGE** | | | | | | |
| **Listening, Attention and Understanding** | I understand simple instructions like “give to nanny” or “stop”.  Recognise and point to objects if asked about them.  Generally focus on an activity of their own choice and find it difficult to be directed by an adult.  Listen to other people’s talk with interest, but can easily be distracted by other things. | I understand how to listen carefully.  I understand why listening is important.  I am beginning to follow directions  I can engage in story times, joining in with repeated phrases and actions  I can begin to understand how and why questions  I can respond to instructions with more than one step. | I am beginning to understand a question or instruction that has two parts, such as “Get your coat and wait at the door”  I am beginning to enjoy listening to longer stories and can remember much of what happens.  I am beginning to pay attention to more than one thing at a time, which can be difficult.  I am beginning to understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | I can ask questions to find out more. I can begin to understand humour.  I can understand a range of complex sentence structures.    I can retell a story.  I can follow a story without pictures or props. | I understand a question or instruction that has two parts, such as “Get your coat and wait at the door”  I enjoy listening to longer stories and can remember much of what happens.  I pay attention to more than one thing at a time, which can be difficult.  I understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | I can understand questions such as who, what, where, when, why and how.  I can have conversations with adults and peers with back and forth exchanges | I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. I can make comments about what I have heard and ask questions to clarify my understanding. I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers. |
| **Speaking** | I can make myself understood, and can become frustrated when I cannot.  I am starting to say how I am feeling, using words as well as actions.  I am starting to develop conversation, often jumping from topic to topic.  I am developing with pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  I can use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’ | I can talk in front of a small group.  I can talk to class teacher and LSAs to learn new vocabulary.  I can answer questions in front of the whole class.  I can use new vocabulary throughout the day | I am beginning to use a wider range of vocabulary.  I know some rhymes, and am able to talk about familiar books.  I can say how I am feeling, using words as well as actions.  I can have a more focused conversation.  My pronunciation is beginning to develop, but I may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus  I am beginning to use longer sentences of four to six words.  I am beginning to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.  I am beginning to start a conversation with an adult or a friend.  I am beginning to use talk to organise myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.” | I can develop the confidence to talk to other adults I see on a daily basis.  To talk in sentences using conjunctions e.g. and, because.  I can share my work to the class- standing up at the front.  I can use new vocabulary in different contexts.  I can engage in non-fiction books. | I can use a wider range of vocabulary.  I can sing a large repertoire of songs  I know many rhymes, am able to talk about familiar books, and am able to tell a long story.  My communication is developing, but I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’  My pronunciation is developing, but I may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus  I can use longer sentences of four to six words.  I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.  I can start a conversation with an adult or a friend and continue it for many turns.  I can use talk to organise myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.” | I can link statements and stick to a main theme.  I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.  I can talk to different adults around the school.  I can talk about why things happen.  I can talk in sentences using a range of tenses | I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.  I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can express my ideas and feelings about my experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher. |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | | | | | | | |
| **Self- Regulation** | I thrive as I develop self-assurance.  I feel strong enough to express a range of emotions.  I am growing in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.  I am establishing my sense of self.  I express preferences and decisions. I also try new things and start establishing my autonomy.  I can find ways of managing transitions, for example from my parent to my key person/ from one part of the daily routine to another.  I am beginning to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front.  I am increasingly able to talk about and manage my emotions.  I safely explore my emotions beyond my normal range through play and stories.  I talk about my feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” | I can recognise different emotions.  I understand how people show emotions. I can focus during short whole class activities.  I can follow one step instructions.  I can talk about how I am feeling.  I can begin to consider the feelings of others.  I can adapt behaviour to a range of situations. | I am beginning to develop a sense of responsibility and membership of a community.  I am beginning 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 develop appropriate ways of being assertive.  I am beginning to talk with others to solve conflicts.  I am beginning to about my feelings using words like ‘happy’, ‘sad’, ‘angry’  or ‘worried’  I am beginning to gradually understand how others might be feeling. | I can focus during longer whole class lessons.  I can follow two step instructions  I can identify and moderate my own feelings socially and emotionally  I consider the feelings and needs of others | I am developing a sense of responsibility and membership of a community.  I can 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 developing appropriate ways of being assertive.  I can talk with others to solve conflicts.  I can talk about my feelings using words like ‘happy’, ‘sad’, ‘angry’  or ‘worried’  I understand better how others might be feeling. | To control their emotions using a range of techniques To set a target and reflect on progress throughout  To maintain focus during extended whole class teaching To follow instructions of three steps or more | I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. I can give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions, involving several ideas or actions. |
| **Managing Self** | I feel confident when taken out around the local neighbourhood, and enjoy exploring new places with my key person.  I am learning to use the toilet with help, and then independently. | I can wash my hands independently.  I can put my coat and socks on independently.  I can put on dressing up clothes with some support. I can explore different areas within the environment.  I can use the toilet independently  I can develop class rules and understand the need to have rules.  I can put dressing up clothes on independently.  I can have confidence to try new activities .  I am beginning to know how to keep myself healthy including; brushing my teeth and ‘screen time’. | I am beginning to select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.  I am beginning to follow rules, starting to understand why they are important. I usually need an adult to remind me about rules.  I am beginning to be independent in meeting my own care needs, e.g brushing teeth, using the toilet, washing and drying my hands thoroughly.  I am beginning to make healthy choices about food, drink, activity and toothbrushing. | I can begin to show resilience and perseverance in the face of challenge.  I can practise doing up a zipper  I can practise doing buttons.  I can practise doing up buckles.  I can develop independence when dressing and undressing.  I know how to keep myself healthy including; brushing my teeth and ‘screen time’. | I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.  I increasingly follow rules,understanding why they are important.  I usually remember rules without needing an adult to remind them.  I am becoming increasingly independent in meeting my own care needs, e.g brushing teeth, using the toilet, washing and drying my hands thoroughly.  I can make healthy choices about food, drink, activity and toothbrushing. | I can identify and name healthy foods I can manage own basic needs independently  I understand the importance of healthy food choices  I can show resilience and perseverance in the face of challenge  I can show a ‘can do’ attitude  I can put my uniform on and do up zippers, buttons and buckles with minimal support. | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| **Building Relationships** | I can find ways to calm myself, through being calmed and comforted by my key person.  I engage with others through gestures, gaze and talk.  I use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.  I look back as I walk away from my key person and look for clues about how to respond to something interesting.  I can play with increasing confidence on my own and with other children, because I know mykey person is nearby and available.  I am starting to develop friendships with other children.  I notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. | I can seek support of adults when needed  I can gain confidence to speak to peers and adults  I can play with children who are playing with the same activity  I can begin to develop friendships  I can have positive relationships with peers and teachers. | I am beginning to become more outgoing with unfamiliar people, in the safe context of my setting.  I am beginning to show more confidence in new social situations.  I am beginning to play with one or more other children, extending and elaborating play ideas. | I can begin to work as a group with support.  I can use taught strategies to support turn taking.  I can listen to the ideas of other children and agree on a solution and compromise. | I am becoming more outgoing with unfamiliar people, in the safe context of my setting.  I show more confidence in new social situations.  I can play with one or more other children, extending and elaborating play ideas. | I can work as a group.  I can begin to develop relationships with other adults around the school.  I can have confidence to communicate with adults around the school.  I have strong friendships | Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs. |
| **PHYSICAL DEVELOPMENT** | | | | | | | |
| **Gross Motor Skills** | I can walk, run, jump and climb – and start to use the stairs independently.  I can spin, roll and independently use ropes and swings (for example, tyre swings).  I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.  I use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | I can move safely in a space.  I can stop safely  I can develop control when using equipment.  I can follow a path and take turns.  I can work cooperatively with a partner.  I can balance.  I can run and stop. I can change direction.  I can jump.  I can hop.  I can explore different ways to travel using equipment. | I am beginning to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.  I am beginning to go up steps and stairs, or climb up apparatus, using alternate feet.  I am beginning to skip, hop, stand on one leg and hold a pose for a game like musical statues. I am beginning to use large-muscle movements to wave flags and streamers, paint and make marks.  I have started taking part in some group activities which we make up for ourselves, or in teams.  I have started to use and remember sequences and patterns of movements which are related to music and rhythm.  I am beginning to match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.  With support, I am beginning to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  I am beginning to  collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | I can roll and track a ball.  I can develop accuracy when throwing to a target.  I can dribble using my hands.  I can throw and catch with a partner.  I can dribble a ball using my feet.  I can create short sequences using shapes, balances and travelling actions.  I can balance and safely use apparatus.  I can jump and land safely from a height.  I can develop rocking and rolling I can explore travelling around, over and through apparatus  I can create short sequences linking actions together and including apparatus | I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.  I can go up steps and stairs, or climb up apparatus, using alternate feet.  I can skip, hop, stand on one leg and hold a pose for a game like musical statues.  I can use large-muscle movements to wave flags and streamers, paint and make marks.  I sometimes take part in some group activities which we make up for ourselves, or in teams.  I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  I can match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.  I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | I can use counting to help to stay in time with the music when copying and creating actions.  I can move safely with confidence and imagination, communicating ideas through movement.  I can explore movement using a prop with control and coordination.  I can move with control and coordination, expressing ideas through movement I can move with control and coordination, copying, linking and repeating actions.  I can remember and repeat actions, exploring pathways and shapes  I can develop accuracy when throwing and practise keeping score.  I can follow instructions and move safely when playing tagging games.  I can learn to play against an opponent.  I can play by the rules and develop coordination.  I can explore striking a ball and keeping score.  I can work cooperatively as a team | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| **Fine Motor Skills** | I can use large and small motor skills to do some things independently, for example manage buttons and zips, and pour drinks.  I show an increasing desire to be independent, such as wanting to feed myself and dress or undress. I have started eating independently and learning how to use a knife and fork.  I have started to develop manipulation and control.  I enjoy exploring different materials and tools. | I can use a dominant hand.  I can mark make using different shapes.  I can begin to use a tripod grip when using mark making tools.  I can use tweezer to transfer objects  I can thread large beads.  I can use large pegs.  I can begin to copy letters.  I can hold scissors correctly and make snips in paper.  I can hold a fork and spoon correctly  I can begin to use anticlockwise movement and retrace vertical lines.  I can hold scissors correctly and cut along straight and zig zagged lines.  I can use a tripod grip when using mark making tools.  I can accurately draw lines, circles and shapes to draw pictures.  I can write taught letters using correct formation.  I can begin to hold a knife correctly and use it to cut food with support. | I am beginning to use one-handed tools and equipment, for example, making snips in paper with scissors.  I am beginning to use a comfortable grip with good control when holding pens and pencils.  I am beginning to show a preference for a dominant hand  I am becoming increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips. | I can use a tripod grip when using mark making tools.  I can hold scissors correctly and cut along a curved line.  I can thread small beads.  I can use small pegs.  I can manipulate playdough.  I can write taught letters using correct formation.  I can use a hammer and saw.  I can hold scissors correctly and cut out large shapes.  I can write letters using the correct letter formation and control the size of letters.  I can use a hammer, saw and screwdriver | I can use one-handed tools and equipment, for example, making snips in paper with scissors.  I can use a comfortable grip with good control when holding pens and pencils.  I show a preference for a dominant hand  I am increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips. | I can hold scissors correctly and cut out small shapes.  I can copy letters.  I can paint using thinner paint brushes.  I can hold scissors correctly and cut various materials.  I can create drawings with details.  I can copy letters.  I can independently use a knife, fork and spoon to eat a range of meals | Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. |
| **LITERACY** | | | | | | | |
| **Comprehension** | I enjoy songs and rhymes, tuning in and paying attention.  I join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  I say some of the words in songs and rhymes.  I can copy finger movements and other gestures.  I can sing songs and say rhymes independently, for example, singing whilst playing.  I enjoy sharing books with an adult.  I pay attention and respond to the pictures or the words.  I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  I can repeat words and phrases from familiar stories.  I ask questions about the book.  I make comments and share their own ideas.  I develop play around favourite stories using props. | I can use pictures to tell stories.  I can sequence familiar stories.  I can independently look at book, holding them the correct way and turning pages  I can engage in story times, joining in with repeated phrases and actions.  I can begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes | I am beginning to engage in conversations about stories, learning new vocabulary. | I can act out stories I can begin to predict what may happen in the story I can suggest how a story might end  I can retell a story.  I can follow a story without pictures or props.  I can talk about the characters in the books I am reading. | I engage in extended conversations about stories, learning new vocabulary. | I can begin to answer questions about what I have read.  I can use vocabulary that is influenced by my experiences of books.  I can answer questions about what I have read.  I know that information can be retrieved from books | I can demonstrate understanding of what has been read by retelling stories, and narratives using my own words and recently introduced vocabulary. I can anticipate (where appropriate) key events in stories. I can use and understand recent;y introduced vocabulary during discussions about stories, non-fiction,rhymes and poems during role play. |
| **Word Reading** | I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo. | I can recognise my name.  I can recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l).  I can recognise taught Phase 2 Tricky Words (the I is)  I can begin to blend sounds together to read words using the taught sounds  I can recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk).  I can recognise taught Phase 2 Tricky Words (the Ino go to the into)  I can blend sounds to read words using taught sounds  I can read words ending with s e.g. hats, sits.  I can read words ending with s /z/ e.g. his, bags.  I can begin reading captions and sentences using taught sounds.  I can read books matching my phonics ability | I am beginning to understand the five key concepts about print: - 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.  I am beginning to develop my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | I can recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er).  I can recognise taught Phase 2 and 3 Tricky Words.  I can read words with double letters. I can begin to read longer words.  I can recognise taught digraphs in words and blend the sounds together.  I can read sentences containing tricky words and digraphs.  I can read books matching my phonics ability  I can recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er).  I can recognise taught Phase 2 and 3 Tricky Words.  I can read longer words including those with double letters.  I can read words with s/z/ in the middle.  I can read words with -es/z/ at the end.  I can read words with s and s/z/ at the end.  I can read sentences containing tricky words and digraphs.  I can read books matching my phonics ability. | I understand the five key concepts about print: - 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.  I am developing my phonological awareness, so that I can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. | I can recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er).  I can recognise taught Phase 2, 3 and 4 Tricky Words.  I can read words with short vowels and adjacent consonants.  I can read longer words.  I can read compound words. I can read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est).  I can read longer sentences containing Phase 4 words and Tricky Words.  I can read books matching my phonics ability  I can recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise taught Phase 2, 3 and 4 Tricky Words.  I can read words with phase 3 long vowel sounds with adjacent consonants.  I can read longer words.  I can read compound words. I can read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est).  I can read longer sentences containing Phase 4 words and Tricky Words.  I can read books matching my phonics ability | 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. |
| **Writing** | Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” • Make marks on their picture to stand for their name. | I can copy my name.  I can give meanings to the marks I make.  I can copy taught letters.  I can write initial sounds.  I can begin to write CVC words using taught sounds  I can write my name.  I can use the correct letter formation of taught letters.  I can write words and labels using taught sounds.  I can begin to write captions using taught sounds | I can ‘squiggle’ to the music - up and down, side to side, round and round, hump and curly whirly corkscrew.  I can make marks/’squiggle’ in lots of areas of my play.  I am beginning to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  I can recognise my name.  I can write some or all of my name  I am beginning to write some letters accurately. | I can form lowercase letters correctly.  I can begin to write sentences using finger spaces.  I can understand that sentences start with a capital letter and end with a full stop.  I can spell words using taught sounds.  I can spell some taught tricky words correctly.  I can form lowercase letters correctly and begin to form capital letters.  I am beginning to write sentences using finger spaces and full stops.  I can spell words using taught sounds.  I can spell some taught tricky words correctly | I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  I can write some or all of my name  I can write some letters accurately. | I can form lowercase and capital letters correctly.  I can begin to copy letters.  I can begin to write longer words which are spelt phonetically.  I can begin to use capital letters at the start of a sentence.  I can use finger spaces and full stops when writing a sentence.  I can spell some taught tricky words correctly.  I can begin to read my writing back  I can form lowercase and capital letters correctly.  I can copy letters.  I can begin to write longer words and compound words which are spelt phonetically. I can write sentences using a capital letter, finger spaces and full stop.  I can spell some taught tricky words correctly.  I can read my work back and check it makes sense | I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. |
| **MATHEMATICS** | | | | | | | |
| **Number** | I combine objects like stacking blocks and cups. Put objects inside others and take them out again  I can take part in finger rhymes with numbers.  I react to changes of amount in a group of up to three items.  I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  I can count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | I can recognise numbers 1-3.  I can begin to subitise to 3.  I can find one more of numbers to 3.  To find one less of numbers to 3.  I can explore the composition of 2 and 3.  I can recognise numbers 1-5.  I can begin to subitise to 5.  I can find one more of numbers to 5.  I can find one less of numbers to 5.  I can explore the composition of 4 and 5.  I know number bonds to 5. | I know and can sing lots of number songs and rhymes.  I am starting to develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  I am beginning to recite numbers past 5.  I am beginning to say one number for each item in order: 1,2,3,4,5.  I am beginning to understand that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  I am beginning to show ‘finger numbers’ up to 5.  I am beginning to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | I can recognise numbers 0-8.  I can subitise to 5.  I can find one more of numbers to 8.  I can find one less of numbers to 8.  I can explore the composition of 6, 7 and 8.  I can match the number to quantity  I can recognise numbers 0-10.  I can explore the composition of 9 and 10.  I can practise number bonds to 10.  I know addition facts to make 5.  I can find one more of numbers to 10  I can find one less of numbers to 10.  I can estimate a number of objects | I am developing fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  I can recite numbers past 5.  I can say one number for each item in order: 1,2,3,4,5.  I know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  I can show ‘finger numbers’ up to 5.  I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | I can recognise numbers to 20.  I can revise number bonds to 5. I can explore how to make numbers above ten using tens and ones.  I can match the number to quantity.  I can solve simple number problems.  I can recap the composition of each number to 10  I know addition and subtraction facts to 10.  I know doubling facts. | I have a deep understanding of number to 10, including the composition of each number. I can subitise (recognise quantities without counting) up to 5. I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) |
| **Numerical Patterns** | I can compare amounts, saying ‘lots’, ‘more’ or ‘same’.  I can climb and squeeze myself into different types of spaces.  I can build with a range of resources. I can complete inset puzzles. | I can say which group has more.I can say which group has less.  I can compare quantities to 3.  I can count to 5.  I can compare quantities to 5.  I can compare equal and unequal groups.  I can count to 10.  I can count in tens. | I am beginning to experiment with my own symbols and marks as well as numerals.  I am beginning to solve real world mathematical problems with numbers up to 5, with an adult. | I can count to 15 forwards and backwards.  I can count in tens and 2s.  I can count objects to 10.  I can compare quantities to 8.  I can begin to understand the difference between odd and even numbers up to 8.  I can combine two groups of objects.  I can count to 20. I can compare quantities to 10.  I can explore odd and even numbers. I can order numbers to 10.  I can count back from 10.  I can combine two groups of objects.  I can take away objects and count how many are left.  I can find the missing number | I can experiment with my own symbols and marks as well as numerals.  I can solve real world mathematical problems with numbers up to 5. | I can count to 25.  I can count in 5s.  I can add numbers.  I can subtract numbers.  I can find the missing number.  I can order numbers to 20.  I can order numbers e.g. 13, 15, 19.  I can find the missing number in an addition and subtraction sentence problems.  I can count to 30 and am beginning to count higher (100). To know that 1, 3, 5, 7 and 9 are odd.  I know that 2, 4, 6, 8, 10 are even.  I can double numbers up to 10.  I can find half of numbers up to 10  I can share quantities equally.  I can combine groups of 2s, 5s and 10s. | I can verbally count beyond 20, recognising the pattern of the counting system. I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Shape, Space and Measure** | I can compare sizes, weights etc. using gestures and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.  I can notice patterns and arrange things in patterns. | I can match objects.  I can sort objects  I can compare capacity, length, height, size.  I can finish a repeating pattern of 2 objects or colours  I can recognise and name circle and triangle.  I can recognise 1p and 2p.  I can recognise 1 o’clock, 2 o’clock and 3 o’clock.  I can recognise and name square and rectangle  I can recognise 5p  I can recognise 4 o’clock and 5 o’clock. | I am beginning to compare quantities using language: ‘more than’, ‘fewer than’.  I can talk about some 2D shapes (for example, circle, square, rectangle, triangle)  I am beginning to understand positional language, and talk about it using pointing and with visual support – for example, “Norman is behind the tree.”  I can say where something is situated: in the Book Corner, on the Country Road, around the corner, behind the music area, under a green crate.  I am beginning to use comparison words, like ‘heavy’ and ‘light/long and short/thick and thin/full and empty.  I am beginning to select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  I am beginning to combine shapes to make new ones – an arch, a bigger triangle, etc.  I am beginning to talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper.  I am beginning to use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  I am beginning to create ABAB patterns – stick, leaf, stick, leaf.  I am beginning to understand a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (now and next) | I can order objects by height and length.  I can order the days of the week. I can measure height using cubes. I can measure time. I can recognise 6 o’clock, 7 o’clock and 8 o’clock.  I can begin to name 3D shapes.  I can explore the properties of 3D shapes.  I can recognise 9 o’clock and 10 o’clock.  I can recognise 10p.  I can begin to name 3D shapes To explore the properties of 3D shapes | I can compare quantities using language: ‘more than’, ‘fewer than’.  I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  I understand position through words alone – for example, “The bag is under the table,” – with no pointing.  I can describe a familiar route.  I can discuss routes and locations, using words like ‘in front of’ and ‘behind’.  I can make comparisons between objects relating to size, length, weight and capacity.  I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  I can combine shapes to make new ones – an arch, a bigger triangle, etc  I can talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper.  I can use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  I can extend and create ABAB patterns – stick, leaf, stick, leaf.  I can notice and correct an error in a repeating pattern.  I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (now and next) | I can measure capacity.  I can describe the properties of 3D shapes.  I can make pictures with shape arrangements.  I can add money.  I can recognise the time to o’clock.  I can finish a repeating pattern.  I can make patterns using shapes.  I can name and describe 2D and 3D shapes | There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure |
| **UNDERSTANDING THE WORLD** | | | | | | | |
| **Past and Presen**t | I repeat actions that have an effect. | I know about my own life-story.  I know how I have changed  I know about figures from the past.  I am beginning to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. | I am beginning to make sense of my own life-story. I can talk about the things I did as a baby. | I can talk about the lives of the people around us.  I know that the emergency services exist and what they do.  I know some similarities between things in the past and now, drawing on experiences and what has been read in class.  I know about the past through settings, characters and events encountered in books read in class and storytelling. | I am beginning to make sense of my own life-story and my family’s history. | I know about the past through settings, characters and events encountered in books read in class and storytelling.  I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. | I can talk about the lives of the people around me and their roles in society.  I know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.  I understand the past through settings, characters and events encountered in books read in class and storytelling. |
| **People, Culture and Communities** | I can make connections between the features of my family and other families.  I notice differences between people. | I know about family structures and talk about who is part of my family.  I can identify similarities and differences between myself and peers.  I know the name of the town the school is in.  I know about features of the immediate environment.  I know that there are many countries around the world.  I can talk about how Hindus celebrate Diwali.  I can talk about the Christmas Story and how it is celebrated.  I know that people around the world have different religions. | I am beginning to show an interest in different occupations.  I explore how things work.  I am beginning to develop positive attitudes about the differences between people.  I am beginning to know that there are different countries in the world. I can talk about places I have been and seen in photos. | I can talk about Chinese New Year. I know about people who help us within the local community,  I know that Christians celebrate Easter. | I show an interest in different occupations.  I explore how things work.  I continue developing positive attitudes about the differences between people.  I know that there are different countries in the world and talk about the differences I have experienced or seen in photos. | I am beginning to know that people in other countries may speak different languages  I know that people in other countries may speak different languages I know that simple symbols are used to identify features on a map.  I can recognise some environments are different to the one we live in. | I can describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps.  I Know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. I can explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. |
| **The Natural World** | Explore materials with different properties.  Explore natural materials, indoors and outside.  Explore and respond to  different natural phenomena in their setting and on trips. | I can ask questions about the natural environment.  I can respect and care for the natural environments  I know about and recognise the signs of Autumn.  I know about features of the world and Earth. | I am beginning to use all my senses in hands-on exploration of natural materials.  I am beginning to explore collections of materials with similar and/or different properties. I am beginning talk about what I see, using a wider vocabulary  I am beginning to plant seeds and care for growing plants, with help from an adult.  I understand that living things (plants & animals) need certain things to grow and survive.  I am beginning to understand the need to respect and care for the natural environment and all living things.  I am beginning to explore and talk about different forces I can feel.  I am beginning to talk about the differences between materials and changes I notice. | I know about and recognise the signs of Winter.  I know some important processes and changes in the natural world including states of matter (freezing)  I know about and recognise the signs of Spring.  I know about features of my own immediate environment and how they might vary from another.  I can plant seeds.  I know the difference between herbivores and carnivores. | I can use all my senses in hands-on exploration of natural materials.  I can explore collections of materials with similar and/or different properties. I can talk about what I see, using a wide vocabulary  I can plant seeds and care for growing plants.  I understand the key features of the life cycle of a plant and an animal.  I am beginning to understand the need to respect and care for the natural environment and all living things.  I explore and talk about different forces I can feel.  I can talk about the differences between materials and changes I notice. | I can observe the growth of seeds and talk about changes.  I know how to care for growing plants.  I can learn about life cycles of plants and animals.  I know that some animals are nocturnal  I know about different habitats  I know about and recognise the signs of Summer.  I know that some things in the world are man-made and some things are natural.  I can harvest grown fruit and vegetables  I know some important processes and changes in the natural world including states of matter (melting, floating and sinking). | I can explore the natural world around me, making observations and drawing pictures of animals and plants. I Know some similarities and differences between the natural world around me and contrasting environments., I can draw on my experiences and what has been read in class.  I understand some important processes and changes in the natural world around me including the season and changing states of matter. |
| **EXPRESSIVE ARTS AND DESIGN** | | | | | | | |
| **Creating with Materials** | I am starting to make marks intentionally.  I can explore paint, using fingers and other parts of my body as well as brushes and other tools.  I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.  I can explore different materials, using all my senses to investigate them.  I can manipulate and play with different materials..  I can make simple models which express my ideas. | I can name colours I can experiment with mixing colours. I can create simple representations of people and objects.  I can draw and colour with pencils and crayons.  I can role play using given props and costumes.  I can explore different techniques for joining materials (Glue Stick).  I know how to work safely and hygienically.  I use non-standard measures (spoons, cups).  I can use some cooking techniques (spreading, cutting) – Sandwiches  I can use different construction materials.  I can use colours for a particular purpose.  I can share my creations.  I can explore different techniques for joining materials (Glue Stick, PVA.)  I know how to work safely and hygienically.  I can use non statutory measures (spoons, cups).  I can use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebab | I am beginning to explore colour and colour-mixing.  I am beginning to explore different materials freely, to develop my ideas about how to use them and what to make.  I am beginning to develop my own ideas and then decide which materials to use to express them.  I am beginning to join different materials and explore different textures.  I am beginning to create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I am beginning to draw with increasing complexity and detail, such as representing a face with a circle and including details. | I can experiment with different mark making tools such as art pencils, pastels, chalk.  I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape).  I know how to work safely and hygienically.  I can use non standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing) Sandwiches, Fruit Kebab, Biscuits.  I can use tools to cut and join wood.  I know the names of tools.  I can use natural objects to make a piece of art.  I can share creations and talk about the process.  I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins).  I can make props and costumes for different role play scenarios.  I know how to work safely and hygienically.  I can use non statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating) Sandwiches,  Fruit Kebab, Biscuits, Salads.  I can use tools to cut and join wood using different nails and screws.  I know the names of tools. | I can explore colour and colour-mixing.  I can explore different materials freely, to develop my ideas about how to use them and what to make.  I can develop my own ideas and then decide which materials to use to express them.  I can join different materials and explore different textures.  I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. | I know which prime colours you mix together to make secondary colours. I can plan what I am going to make (cooking, wood work, construction, junk modelling).  I can draw more detailed pictures of people and objects.  I can manipulate materials.  I can create observational drawings.  I know how to work safely and hygienically.  I can use non standard measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, add.  I know some similarities and differences between materials.  I can learn about and compare artists.  I can explore, use and refine a variety of artistic effects to express my ideas and feelings.  I can share creations, talk about process and evaluate my work.  I can adapt work where necessary. | I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. I can share my creations, explaining the process I have used. I can make use of props and materials when role playing characters in narratives and stories. |
| **Being Imaginative and Expressive** | I enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’  I am starting to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.  I use my imagination as I consider what I can do with different materials. | I am beginning to sing and perform nursery rhymes.  I can experiment with different instruments and their sounds.  I can talk about whether I like or dislike a piece of music.  I can create musical patterns using body percussion.  I can use costumes and resources to act out narratives.  I can perform a song in the Christmas Play.  I can begin to build up a repertoire of songs. I can use costumes and resources to act out narratives | I am beginning to take part in simple pretend play, using an object to represent something else even though they are not similar.  I am beginning to develop simple stories using small world equipment like animal sets, dolls and dolls houses, etc.  I am beginning to make simple, imaginative ‘small worlds’ with blocks and construction kits.  I am beginning to use drawing to represent ideas like movement or loud noises.  I am beginning to show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I am beginning to listen with increased attention to sounds.  I am beginning to respond to what I have heard, expressing my thoughts and feelings.  I can remember and sing one or two entire songs.  I am beginning to sing the pitch of a tone sung by another person (‘pitch match’).  I am beginning to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  I am beginning to create my own songs, or improvise a song around one I know  I am beginning to play instruments with increasing control to express my feelings and ideas. | I can create musical patterns.  I can begin to create costumes and resources for role play.  I can join in with whole school singing assemblies.  I can create costumes and resources for role play. | I can take part in simple pretend play, using an object to represent something else even though they are not similar.  I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  I can make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  I can use drawing to represent ideas like movement or loud noises.  I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.  I can listen with increased attention to sounds.  I can respond to what I have heard, expressing my thoughts and feelings.  I can remember and sing entire songs.  I can sing the pitch of a tone sung by another person (‘pitch match’). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  I can create my own songs, or improvise a song around one I know  I can play instruments with increasing control to express my feelings and ideas. | I can move in time to music.  I can learn dance routines.  I can join in with whole school singing assemblies. I can act out well known stories.  I can create narratives based around stores.  I can invent my own narratives, making costumes and resources | I can invent, adapt and recount narratives and stories with peers and my teacher. I can sing a range of well known nursery rhymes and songs. I can perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. |