

To follow a single simple instruction	To explore the transaction of instructions e.g an instruction tells you what to do, you then do it.	With support, follow an instruction given directly to you when accompanied by your name.	With support, follow an instruction given directly to you when not accompanied by your name.	Independently follow an instruction given directly to you when accompanied by your name	Independently follow an instruction given directly to you when not accompanied by your name	With support, follow an instruction given to a small group.	Independently follow an instruction given to a small group	Development of problem-solving skills
To work on using ‘I want’ communications	To explore ‘I want’ and ‘I need’ transactions.	To express ‘want’ communications appropriately, with support.	To independently initiate ‘want’ communications appropriately.	To verbally repeat ‘want’ communications when modelled by teachers.	To verbally initiate ‘want’ communications without prompt.			Development of problem-solving skills
To identify emotions in self and others	To identify what is meant by emotions and feelings.	To discuss how some emotions may feel positive and some negative.	To explore what happy and sad can look like for ourselves.	To explore what happy and sad can look like for others.	To explore how emotions can change	To identify changes of emotions in themselves	To begin to identify changes of emotions in others	
To actively participate in a classroom, playground and outdoor games	To engage in a game of their own choice with 1 adult	To engage in a game of their own choice with 1 other child.	To engage in a game of their own choice with a group of children.	To engage in a game not of their choice with an adult	To engage in a game not of their own choice with 1 other child.	To engage in a game not of their own choice with a group of children.		To develop gross motor skills using large play equipment To participate in and enjoy different forms of movement, balance and coordination based physical activity

To recognise oneself as part of various families and communities.	To explore what is meant my family, looking at how this may be different for everyone.	To identify who is in our family	To explore what is meant by community, looking at how people can be a part of many different communities.	To explore our class community; who is also in it? What do we do with each other?	To explore some of the broader communities we belong to e.g class, Base, school			To look at the way other people are different to us and the same as us.
To develop self- esteem, self- confidence and resilience.	To categorise positive and negative characteristics from a list e.g sharing, hitting/biting, throwing toys, caring for friends	To identify positive characteristics in ourselves	To explore the notion of making mistakes and how this is ok and part of human nature.	To explore the recovery from mistakes e.g start again, apologise				To look at the way other people are different to us and the same as us To recognise and value oneself