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| **Physical Development** |
| * Lift their head while lying on their front.
* Push their chest up with straight arms.
* Roll over: from front to back, then back to front.
* Enjoy moving when outdoors and inside.
 |
| * Sit without support.
* Begin to crawl in different ways and directions.
* Pull themselves upright and bouncing in preparation for walking.
 |
| * Reach out for objects as co-ordination develops.
* Eat finger food and develop likes and dislikes.
* Try a wider range of foods with different tastes and textures.
* Lift objects up to suck them.
* Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
 |
| * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
* Clap and stamp to music.
 |
| * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
* Enjoy starting to kick, throw and catch balls.
* Build independently with a range of appropriate resources.
 |
| * Begin to walk independently – choosing appropriate props

to support at first.* Walk, run, jump and climb – and start to use the stairs independently.
 |
| * Spin, roll and independently use ropes and swings (for example, tyre swings).
* Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
 |
| * Develop manipulation and control.
* Explore different materials and tools.
 |
| * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
* Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
 |
| * Learn to use the toilet with help, and then independently.
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| **Communication and Language** |  | **Communication and Language** |
| * Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.
* Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
* Watch someone’s face as they talk.
* Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
* Enjoy singing, music and toys that make sounds.
* Recognise and are calmed by a familiar and friendly voice.
* Listen and respond to a simple instruction.
 | * Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
* Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
 |
| * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
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|  | **Personal, Social and Emotional Development** |
| * Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
* Babble, using sounds like ‘ba- ba’, ‘mamama’.
* Use gestures like waving and pointing to communicate.
 |
| * Find ways to calm themselves, through being calmed and comforted by their key person.
 |
| * Establish their sense of self.
 |
| * Express preferences and decisions. They also try new things and start establishing their autonomy.
* Engage with others through gestures, gaze and talk.
* Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
 |
| * Reach or point to something they want while making sounds.
* Copy your gestures and words.
* Constantly babble and use single words during play.
* Use intonation, pitch and changing volume when ‘talking’.
 |
| * Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.
* Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
 |
| * Find ways of managing transitions, for example from their parent to their key person.
 |
| * Thrive as they develop self-assurance.
 |
| * Understand simple instructions like “give to mummy” or “stop”.
* Recognise and point to objects if asked about them.
 |
| * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
* Play with increasing confidence on their own and with other children, because they

know their key person is nearby and available.* Feel confident when taken out around the local neighbourhood, and enjoy

exploring new places with their key person. |
| * 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.
 |
| * Can become frustrated when they can’t make themselves understood.
* Start to say how they are feeling, using words as well as actions.
 | * Feel strong enough to express a range of emotions.
* Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
 |
| * Start to develop conversation, often jumping from topic to topic.
* Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
 |
| * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
* Be increasingly able to talk about and manage their emotions.
 |
| * Use the speech sounds p, b, m, w.
* Are usually still learning to pronounce:
	+ l/r/w/y - s/sh/ch/dz/j
	+ f/th - multi-syllabic words such as ‘banana’ and ‘computer’
 |
| * Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
 |
| * Develop friendships with other children.
 |
| * Listen to simple stories and understand what is happening, with the help of the pictures.
 |
| * Safely explore emotions beyond their normal range through play and stories.
* Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.
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| **Literacy** |
| * Enjoy songs and rhymes, tuning in and paying attention.
* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
* Say some of the words in songs and rhymes.
* Copy finger movements and other gestures.
* Sing songs and say rhymes independently, for example, singing whilst playing.
 |
| * Enjoy sharing books with an adult.
* Pay attention and responds to the pictures or the words.
* Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
* Repeat words and phrases from familiar stories.
* Ask questions about the book. Makes comments and shares their own ideas.
* Develop play around favourite stories using props.
 |
| * Notice some print, such as the first letter of their name, a bus or door

number, or a familiar logo. |
| * 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.
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| **Understanding the World** |
| * Repeat actions that have an effect.
* Explore materials with different properties.
* Explore natural materials, indoors and outside.
 |
| * Explore and respond to different natural phenomena in their setting and on trips.
 |
| * Make connections between the features of their family and other families.
 |
| * Notice differences between people.
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| **Expressive Arts and Design** |
| * Show attention to sounds and music.
* Respond emotionally and physically to music when it changes.
* Move and dance to music.
* Anticipate phrases and actions in rhymes and songs, like ‘Peepo’.
* Explore their voices and enjoy making sounds.
 |
| * Join in with songs and rhymes, making some sounds.
* Make rhythmical and repetitive sounds.
* Explore a range of sound-makers and instruments and play them in different ways.
 |
| * Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
* Start to make marks intentionally.
* Explore paint, using fingers and other parts of their bodies as well as

brushes and other tools.* Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
 |
| * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.
 |
| * Start 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.
 |
| * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
* Use their imagination as they consider what they can do with different materials.
* Make simple models which express their ideas.
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| **Mathematics** |
| * Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
 |
| * Take part in finger rhymes with numbers.
* React to changes of amount in a group of up to three items.
 |
| * Compare amounts, saying ‘lots’, ‘more’ or ‘same’.
* Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
 |
| * Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’
 |
| * Climb and squeezing selves into different types of spaces.
* Build with a range of resources.
* Complete inset puzzles.
 |
| * Compare sizes, weights etc. using gesture and language - ‘bigger/ little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
 |
| * Notice patterns and arrange things in patterns.
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| **Physical Development** |
| * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
* Go up steps and stairs, or climb up apparatus, using alternate feet.
* Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large-muscle movements to wave flags and streamers, paint and

make marks. |
| * Start taking part in some group activities which they make up for themselves, or in teams.
* Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
 |
| * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
 |
| * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
 |
| * Use one-handed tools and equipment, for example, making snips in paper with scissors.
* Use a comfortable grip with good control when holding pens and pencils.
* Start to eat independently and learning how to use a knife and fork.
* Show a preference for a dominant hand.
 |
| * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
* Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
* Make healthy choices about food, drink, activity and toothbrushing.
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| **Personal, Social and Emotional Development** |
| * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
 |
| * Develop their sense of responsibility and membership of a community.
 |
| * Become more outgoing with unfamiliar people, in the safe context of their setting.
* Show more confidence in new social situations.
 |
| * Play with one or more other children, extending and elaborating play ideas.
* Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
 |
| * Increasingly follow rules, understanding why they are important.
* Do not always need an adult to remind them of a rule.
 |
| * Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
 |
| * Begin to understand how others might be feeling.
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| **Communication and Language** |
| * Enjoy listening to longer stories and can remember much of what happens.
* Can find it difficult to pay attention to more than one thing at a time.
 |
| * Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
 |
| * Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
 |
| * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* May have problems saying:
	+ some sounds: r, j, th, ch, and sh
	+ multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
 |
| * Use longer sentences of four to six words.
 |
| * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Can start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
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| **Literacy** |
| * Understand the five key concepts about print:
	+ print has meaning
	+ the names of the different parts of a book
	+ print can have different purposes
	+ page sequencing
	+ we read English text from left to right and from top to bottom **123456**
 |
| * Develop their phonological awareness, so that they can:
	+ spot and suggest rhymes
	+ count or clap syllables in a word
	+ recognise words with the same initial sound, such as money and mother

 **123456** |
| * Engage in extended conversations about stories, learning new vocabulary. **123456**
 |
| * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. **123456**
* Write some or all of their name. **123456**
 |
| * Write some letters accurately. **123456**
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1 Autumn 1

2 Autumn 2

3 Spring 1

4 Spring 2

5 Summer 1

6 Summer 2

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| **Mathematics** |
| * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). **3456**
* Recite numbers past 5. **123456**
* Say one number for each item in order: 1,2,3,4,5. **123456**
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). **56**
* Show ‘finger numbers’ up to 5. **23456**
* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **46**
 |
| * Experiment with their own symbols and marks as well as numerals. **13456**
* Solve real world mathematical problems with numbers up to 5. **3456**
* Compare quantities using language: ‘more than’, ‘fewer than’. **34**
 |
| * 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’. **12456**
 |
| * Understand position through words alone – for example, “The bag is under the table,” – with no pointing. **234**
 |
| * Describe a familiar route. **13**
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’. **13**
 |
| * Make comparisons between objects relating to size, length, weight and capacity. **256**
 |
| * Select shapes appropriately: flat surfaces for building, a

triangular prism for a roof etc. **12*** Combine shapes to make new ones – an arch, a bigger triangle etc. **12**
 |
| * Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. **6**
* Extend and create ABAB patterns – stick, leaf, stick, leaf. **34**
* Notice and correct an error in a repeating pattern. **46**
* Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ **56**
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| **Understanding the World** |
| * Use all their senses in hands-on exploration of natural materials. **1**
* Explore collections of materials with similar and/or different properties. **4**
* Talk about what they see, using a wide vocabulary. **135**
 |
| * Begin to make sense of their own life-story and family’s history. **1**
 |
| * Show interest in different occupations. **36**
 |
| * Explore how things work. **34**
 |
| * Plant seeds and care for growing plants. **5**
* Understand the key features of the life cycle of a plant and an animal. **56**
* Begin to understand the need to respect and care for the natural environment and all living things. **56**
 |
| * Explore and talk about different forces they can feel. **4**
 |
| * Talk about the differences between materials and changes they notice. **4**
 |
| * Continue to develop positive attitudes about the differences between people. **12**
 |
| * Know that there are different countries in

the world and talk about the differences they have experienced or seen in photos. **2** |

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| **Expressive Arts and Design** |
| * Take part in simple pretend play, using an object to represent something else even though they are not similar. **123456**
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. **123456**
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. **123456**
 |
| * Explore different materials freely, in order to develop their ideas about how to use them and what to make. **2456**
* Develop their own ideas and then decide which materials to use to express them. **2456**
* Join different materials and explore different textures. **2456**
 |
| * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. **14**
* Draw with increasing complexity and detail, such as representing a face with a circle and including details. **13456**
* Use drawing to represent ideas like movement or loud noises. **146**
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. **14**
 |
| * Explore colour and colour-mixing. **13**
 |
| * Listen with increased attention to sounds. **123456**
* Respond to what they have heard, expressing their thoughts and feelings. **123456**
 |
| * Remember and sing entire songs. **123456**
* Sing the pitch of a tone sung by another person (‘pitch match’). **123456**
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. **123456**
* Create their own songs, or improvise a song around one they know. **123456**
 |
| * Play instruments with increasing control to express their feelings and ideas. **123456**
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| **Physical Development** |
| * Revise and refine the fundamental movement skills they have already acquired:
	+ rolling
	+ crawling
	+ walking
	+ jumping
	+ running
	+ hopping
	+ skipping
	+ climbing
 |
| * Progress towards a more fluent style of moving, with developing control and grace.
 |
| * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
 |
| * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 |
| * Use their core muscle strength to achieve a good posture when sitting at a table or

sitting on the floor. |
| * Combine different movements with ease and fluency.
 |
| * Confidently and safely use a range of large and small apparatus indoors and

outside, alone and in a group.* Develop overall body-strength, balance, co-ordination and agility.
 |
| * Further develop and refine a range of ball skills including: throwing, catching,

kicking, passing, batting, and aiming.* Develop confidence, competence, precision and accuracy when engaging in

activities that involve a ball. |
| * Develop the foundations of a handwriting style which is fast, accurate and efficient.
 |
| * Know and talk about the different factors that support their overall health and wellbeing:
	+ regular physical activity
	+ healthy eating
	+ toothbrushing
	+ sensible amounts of ‘screen time’
	+ having a good sleep routine
	+ being a safe pedestrian
 |
| * Further develop the skills they need to manage the school day successfully:
	+ lining up and queuing
	+ mealtimes
	+ personal hygiene
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| **Personal, Social and Emotional Development** |
| * See themselves as a valuable individual.
 |
| * Build constructive and respectful relationships.
 |
| * Express their feelings and consider the feelings of others.
 |
| * Show resilience and perseverance in the face of challenge.
 |
| * Identify and moderate their own feelings socially and emotionally.
 |
| * Think about the perspectives of others.
 |
| * Manage their own needs.
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| **Communication and Language** |
| * Understand how to listen carefully and why listening is important.
 |
| * Learn new vocabulary.
 |
| * Use new vocabulary through the day.
 |
| * Ask questions to find out more and to check they understand

what has been said to them. |
| * Articulate their ideas and thoughts in well-formed sentences.
 |
| * Connect one idea or action to another using a range of connectives.
 |
| * Describe events in some detail.
 |
| * Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
 |
| * Develop social phrases.
 |
| * Engage in story times.
 |
| * Listen to and talk about stories to build familiarity and understanding.
 |
| * Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
 |
| * Use new vocabulary in different contexts.
 |
| * Listen carefully to rhymes and songs, paying attention to how they sound.
 |
| * Learn rhymes, poems and songs.
 |
| * Engage in non-fiction books.
 |
| * Listen to and talk about selected non-fiction to develop a deep

familiarity with new knowledge and vocabulary. |

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| **Literacy** |
| * Read individual letters by saying the sounds for them. **12345**
 |
| * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. **12345**
 |
| * Read some letter groups that each represent one sound and say sounds for them. **2345**
 |
| * Read a few common exception words matched to the school’s phonic programme. **12345**
 |
| * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. **2345**
 |
| * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **12345**
 |
| * Form lower-case and capital letters correctly. **12345**
 |
| * Spell words by identifying the sounds and then writing the sound with letter/s. **12345**
 |
| * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. **345**
 |
| * Re-read what they have written to check that it makes sense. **345**
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1 Autumn 1

2 Autumn 2

3 Spring 1

4 Spring 2

5 Summer 1

6 Summer 2 ELGs focus

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| **Mathematics** |
| * Count objects, actions and sounds. **12345**
 |
| * Subitise. **12345**
 |
| * Link the number symbol (numeral) with its cardinal number value. **12345**
 |
| * Count beyond ten. **12345**
 |
| * Compare numbers. **12345**
 |
| * Understand the ‘one more than/one less than’ relationship between consecutive numbers. **12345**
 |
| * Explore the composition of numbers to 10. **12345**
 |
| * Automatically recall number bonds for numbers 0–10. **12345**
 |
| * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. **4**
 |
| * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. **24**
 |
| * Continue, copy and create repeating patterns. **15**
 |
| * Compare length, weight and capacity. **13**
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| **Understanding the World** |
| * Talk about members of their immediate family and community. **1**
 |
| * Name and describe people who are familiar to them. **1**
 |
| * Comment on images of familiar situations in the past. **12**
 |
| * Compare and contrast characters from stories, including figures from the past. **34**
 |
| * Draw information from a simple map. **12**
 |
| * Understand that some places are special to members of their community. **5**
 |
| * Recognise that people have different beliefs and celebrate special times in different ways. **23**
 |
| * Recognise some similarities and differences between life in this country and life in other countries. **124**
 |
| * Explore the natural world around them. **12345**
 |
| * Describe what they see, hear and feel whilst outside. **12345**
 |
| * Recognise some environments that are different to the one in which they live. **124**
 |
| * Understand the effect of changing seasons on the natural world around them. **1234**
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| **Expressive Arts and Design** |
| * Explore, use and refine a variety of artistic effects to express their ideas and feelings. **12345**
* Return to and build on their previous learning, refining ideas and developing their ability to represent them. **12345**
* Create collaboratively sharing ideas, resources and skills. **12345**
 |
| * Listen attentively, move to and talk about music, expressing their feelings and responses. **12345**
 |
| * Watch and talk about dance and performance art, expressing their feelings and responses. **23**
 |
| * Sing in a group or on their own, increasingly matching the pitch and following the melody. **12345**
 |
| * Develop storylines in their pretend play. **12345**
 |
| * Explore and engage in music making and dance, performing solo or in groups. **12345**
 |