

Communication and language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Follow simple 2-step instructions</p> <p>Listen to a story and answer a question about what has been read</p> <p>Join in with songs and rhymes</p> <p>Talk in front of a small group</p>	<p>Join in with repeated phrases in stories</p> <p>Talk in front of the class</p> <p>Use new vocabulary</p> <p>Say a nursery rhyme</p> <p>Turn taking in conversations with peers</p> <p>Extend responses beyond yes or no to questions – “tell me more”</p> <p>Begin to understand how and why questions</p>	<p>Begin to ask questions to find out more</p> <p>Retell a story using pictures</p> <p>Talk to other adults in the school setting</p> <p>Use new vocabulary as well as vocabulary already known</p> <p>Express feelings</p>	<p>Retell a story without pictures</p> <p>Answer open ended questions</p> <p>Express an opinion and likes and dislikes</p> <p>Extend sentences with connectives</p> <p>Use new vocabulary in different contexts</p>	<p>Understand more complex questions- who, what, where, why and when</p> <p>Tell familiar stories including some dialogue of characters</p> <p>Follow more complex instructions</p> <p>Express ideas in full sentences using correct tenses</p>	<p>Have back and forth discussions and conversations with adults and peers</p> <p>Give instructions to others</p> <p>Offer explanations making use of new vocabulary</p>

**Personal social and emotional**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Play cooperatively and take turns</p> <p>Take account of others ideas</p> <p>Remember some classroom and playground rules and know why it is important to follow them</p> <p>Be confident to try new activities and resources</p> <p>Be confident to ask for help when needed</p> <p>Use the toilet and wash hands independently</p> <p>Know about resilience and begin to develop it</p> <p>Be aware of some names of adults and children in their setting</p>	<p>Extend and elaborate play ideas</p> <p>Find solutions to conflict and rivalries</p> <p>Develop appropriate ways of being assertive</p> <p>Begin to make healthy choices about food and drink, including brushing teeth</p> <p>Find own coat and put it on, beginning to do up zips and buttons</p> <p>Look after own belongings e.g. hats, scarves and gloves</p> <p>Begin to understand about road safety</p> <p>Talk about their feelings, extending the vocabulary used</p> <p>Continue to build more respectful relationships with others</p>	<p>Talk with others to solve conflict</p> <p>Begin to dress and undress themselves independently</p> <p>Begin to understand about sensible screen time and good sleep</p> <p>Express their feelings using their new vocabulary and understand how others might be feeling</p> <p>Set and work towards own goals</p> <p>Begin to learn about other adults in the wider setting</p>	<p>Express feelings of pride in achievements</p> <p>Begin to regulate their behaviour</p> <p>Wait for what they want and control impulses</p>	<p>Understand how others might be feeling</p> <p>Understand about the perspectives of others</p>	<p>Adapt behaviour for new transitions</p> <p>Understand feelings about transition and build confidence</p> <p>Work together and take on other people's ideas</p>

**Physical development**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use a dominant hand	Do up buttons and zips	Sit with good posture for a longer period of time	Revise and refine movements - skipping, hopping, fast, slow, high, low	Ensure all letter shapes and numbers are correctly formed	Revise and refine skills
Use 1- handed tools	Hold a pencil with a comfortable grip and begin to have good control	Use a range of tools competently e.g. scissors, knives and forks	Demonstrate fluency, grace and control when moving to music	Cut around small shapes with accuracy	
Thread beads	Copy a range of lines or shapes with accuracy	Pass a ball e.g. throwing, catching, rolling- including different sized balls	Control the size and accuracy of their letter shapes using a tripod grip	Use equipment to move a ball- bats, sticks etc	
Catch a large ball/beanbag	Hold scissors correctly and cut along a straight line	Throw at a target	Begin to write letters on a line	Show accuracy and care when drawing, including relevant details	
Jump two feet together	Collaborate with others to move large or heavy objects	Develop the range and detail in their drawings			
Run fluently	Kick a stationary ball	Write letters they know demonstrating accuracy of shape and form			
Move around avoiding objects	Balance on one leg	Use a tripod grip when using mark making tools			
Trace over a shape letter or line	Draw a recognisable person	Complete therapies pack - gross motor skills			
	Colour within boundary lines				

**Literacy**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading</b>					
<p>Clap syllables in words</p> <p>Hear initial sounds in words</p> <p>Talk about stories and predicts what happens next</p>	<p>Read some individual letters by saying the sounds</p> <p>Identify initial sounds for the sounds they have learnt</p> <p>Orally blend and segment simple words</p>	<p>Read all individual letters by saying the sounds</p> <p>Read CVC words</p> <p>Read some high frequency key words</p> <p>Read phrases and simple sentences</p> <p>Retell stories and narratives</p>	<p>Read CCVC and CVCC words</p> <p>Read aloud simple sentences and books consistent with their phonics knowledge including some common exception words</p>	<p>Know all individual sounds and 10 digraphs</p>	<p>Demonstrate a greater understanding of stories including more complex vocabulary and giving reasons for events and making links</p>
<b>Writing</b>					
<p>Begin to develop a tripod grip</p> <p>Write some letters form their name</p> <p>Know writing goes from left to right</p>	<p>Write their name</p> <p>Use the letters they have learnt in phonics</p>	<p>Have a consistent tripod grip</p> <p>Write CVC words (with sounds they know)</p> <p>Know that letters go next to next to each other and from left to right</p> <p>Write phonically plausible words linked to their spoken sounds</p> <p>Plan and talk and simple sentences that adults can scribe</p>	<p>Write recognisable letters</p> <p>Write CCVC and CVCC words</p> <p>Write simple phonically plausible phrases</p>	<p>Write simple sentences that can be read by someone else (this can include finger spaces and simple punctuation.)</p>	<p>Write a sequence of several sentences with a narrative form</p>

## Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Rote count forwards and backwards to 10</p> <p>Count objects to 10</p> <p>Estimate how many and subitise to 3</p> <p>Describe more, fewer and the same</p> <p>Recognise and order numbers to 5</p> <p>2D Shapes - recognising and naming</p> <p>Continue, copy and create AB patterns.</p>	<p>Composition of numbers to 5 (number bonds and addition and subtraction) practically</p> <p>1 more and less to 5</p> <p>Recognise and order numbers to 10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compare heights and capacities and weights practically</p>	<p>Rote to 20</p> <p>Subitise numbers to 5</p> <p>Find the total of two groups up to ten, starting to use vocabulary and using marks</p> <p>Subtract up to ten, starting to use vocabulary and using marks</p> <p>Composition of numbers to 10 (number bonds and addition and subtraction) practically</p> <p>1 more and less to 10</p> <p>Start to identify doubles and halves</p> <p>Compose and decompose shapes, recognising that a shape can have other shapes <i>within</i> it, just as numbers can.</p> <p>Begin to recognise, name and describe 3D Shapes</p>	<p>Count beyond twenty</p> <p>Rote count forward and backwards to 20</p> <p>Carry out subtraction and uses the correct notation and symbols</p> <p>Share into equal groups</p> <p>Explore odd and even numbers</p> <p>Continue, copy and create ABB and ABC patterns</p> <p>Use cubes , footsteps etc to measure lengths and weights</p>	<p>Count on from any number to 20</p> <p>Find the total of two groups and uses the correct notation and symbols</p> <p>Use doubles and halves to solve problems</p> <p>Add and subtract by counting on or back to 10</p> <p>Start to use cm to measure lengths</p> <p>Be secure in naming and describing 3D shapes</p>	<p>Develop recording in own way</p> <p>Explain how you solved a problem</p> <p>Verbally count beyond 20 recognising the pattern of the number system</p>

**Expressive arts and design**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Explore different tools and materials e.g. - paints, brushes, glue, scissors, tape</p> <p>Demonstrate correct access to art area resources</p> <p>Use given props and resources in role play</p> <p>Use small world toys to tell stories</p> <p>Join in with singing nursery rhymes</p> <p>Draw with increasing detail - faces etc</p> <p>Join in with learning new songs in assemblies/groups</p> <p>Experiment with instruments and their sounds</p>	<p>Use art/drawing to express emotions</p> <p>Use colours for a particular purpose</p> <p>Use construction to create props for play/small world</p> <p>Share their creations and talk about them</p> <p>Perform songs as a group/individual to others</p> <p>Make own props for role play</p> <p>Use a wider range of art resources to explore textures e.g. clay, junk modelling</p> <p>Begin to follow instructions to create a simple dance</p>	<p>Move creatively and expressively to music and express opinions</p> <p>Use costumes and resources to act out narratives in play/role play</p> <p>Work collaboratively to create art/music/role play</p> <p>Talk about their own art work and explain the process used</p> <p>Explore and improve on use of different joining techniques and equipment</p>	<p>Listen to and express ideas and opinions about a wider range of music and instruments</p> <p>Move in time to music and develop basic movements skills and dance patterns to perform to others</p> <p>Invent, adapt and recount stories</p> <p>Mix primary colours to make secondary colours</p>	<p>Act out well known stories</p> <p>Invent and adapt well known stories into their own ideas</p> <p>Perform rhymes, poems and songs and stories to others</p>	<p>Use instruments to create own music with musical elements and patterns</p> <p>Add more detail and colour to ensure drawings are more representational and realistic</p>

## Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>People live in different houses and have different families</p> <p>Family structures are different</p> <p>Know the name of our school and where it is</p> <p>Name some features of the school</p> <p>Know how they have changed</p> <p>Know their own life story so far</p> <p>Signs of Autumn and what happens at harvest</p> <p>Name fruits and vegetables</p>	<p>Know about different emergency services</p> <p>Know about different jobs</p> <p>Understand about different festivals and celebrations e.g. Divali and Christmas</p> <p>Talk about changes in the weather</p> <p>Understand how to care for living things - pets</p> <p>Name body parts- animal and human- nurses/vets etc.</p> <p>Healthy food and dental hygiene- dentists</p>	<p>Signs of winter</p> <p>Name some common materials</p> <p>Sort common materials according to their uses</p> <p>Understand changes in state – freezing and melting</p> <p>Talk about floating and sinking</p> <p>Understand about light, dark and electricity</p> <p>Know some facts about Chinese new year e.g. foods and traditions</p> <p>Talk about the differences between materials and changes they notice</p>	<p>Signs of spring</p> <p>Answer questions about the past</p> <p>Know about how people celebrate Easter</p> <p>Know some things happened a really long time ago</p> <p>Describe how things change over time</p> <p>Know similarities and differences between past, present and future</p> <p>Draw knowledge from fictional and non-fiction books</p> <p>Know that dinosaurs don't exist anymore</p>	<p>Name features of the area</p> <p>Make observations of the area around them</p> <p>Know some of the life processes of living things</p> <p>Sort things into living and not living</p> <p>Make observations and describe features of natural world</p> <p>Draw plants and insects and describe their features</p> <p>Name features of the wider area e.g. forests</p> <p>Name features on a map</p>	<p>Signs of summer</p> <p>Know there are different countries around the world</p> <p>Know people speak different languages</p> <p>Make comparisons between their local area and the wider world</p> <p>Understand that people may eat different foods and celebrate special events around the world in different ways - traditions customs and faiths</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>

	<p>Talk about the lives of the people around them and their roles in society</p>		<p>Compare everyday objects from the past and the present</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Understand about life cycles</p> <p>Know some ways to care for the environment</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the key features of the life cycles of plant and animals</p>	
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