

### Communication and Language

Join in with appropriate group activities.  
Plays a simple, motivating game for a few minutes, e.g., catching a ball.  
Follows simple, routine instruction. Speaks in simple sentences, which communicate their needs and their interests.  
Uses vocabulary focussing on their interests and familiar experiences. To link sentences with words such as 'because,' 'or,' 'and'?  
Speak in extended sentences.  
Ask simple questions.

### Personal, Social and Emotional Development

To speak with confidence to adults and friends, using simple sentences.  
To select own resources, with help when needed to achieve a goal they have chosen or one suggested to them. To retain attention when others are distracting them directly. To regulate their feelings so not to affect others. Confidently come into the setting. To toilet independently.  
Follow routines and sort own belongings. To follow rules and begin to understand how not following rules affects others. Play with one or more other children and begin to share thoughts, listening to each others' ideas. Help to find solutions to conflicts and rivalries and suggesting other ideas. Show awareness of how their feelings and actions may affect others.

### Physical Development

Spoon cereal from container to dish with little spilling/eat pudding with spoon without spilling.  
Begin to use a quadripod grip ('static' grip, fingers locked in position, hand muscle doing little work). Pencil movement is largely from wrist and above)  
Use one-handed tools, for example, making snips in paper with scissors. With guidance start to make up their own physical games. Take jumper on/off independently but may be back to front. Pull up garments independently. Can maintain balance while manoeuvring around corners. Throw ball forward in the air. Catch a large ball between extended arms. Direct kick to a given direction. Walk along a chalk line on the floor. Jump forward, taking off and landing on 2 feet. Use large and smaller muscle movements to wave flags and streamers, paint and make marks, using a variety of lines, circles and zigzags, crossing the body. Go up steps and stairs, or climb up apparatus, using alternate feet.

### Literacy

Can retell a familiar story.  
Demonstrate an understanding that print has meaning and can have different purposes. Know where the title and blurb are on a book and knows English text reads from left to right and top to bottom. Can talk about their favourite parts of a story.  
Recognise most letters of their name in different contexts e.g. "W is for William." Spot rhyming words.  
Begin to orally blend CVC words. Give meaning to the marks they make and understands that writing starts at the top of the page and begin to apply to own mark making. Writes own name independently, using name card for support if required. Use familiar letters to represent meaning in mark making (e.g., m for mummy)

### Maths

Recite numbers past 5. Say one number for each item in order: 1,2,3,4, 5; can show correct fingers up to 5. Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Including using interactive games. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5 such as practically adding, taking away or sharing objects equally.  
Compare quantities using language: 'more than,' 'fewer than.' I can recognise numbers of personal significance. Begin to identify some ordinal number positions such as the first and second teddy in sequence. 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'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones — an arch, a bigger triangle, etc. Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then...' · Make comparisons between objects relating to length, weigh and capacity.

### Expressive Arts and design

Begin to construct with a purpose in mind. Select an appropriate way to join materials together, e.g., Sellotape, masking tape, glue. Select appropriate materials. Draw with increasing complexity and detail e.g., facial features. Select colours for a purpose. Use unfamiliar objects to represent things in their role play e.g., using loose parts in their play. — 'This pinecone is my pasta.' Begin to develop complex stories using small world equipment. Make imaginative and complex small world using construction kits and blocks. Create their own songs or improvise around a song that they know. Play an instrument with increasing control to express ideas.

### Music

**Musical stories**— Lessons based on traditional children's tales and songs where pupils learn that music and instruments can be used to convey moods or represent characters.  
**Big band**— Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

### PSHE

#### Being my best

What does my body need? I can keep trying. I can do it!  
**Growing and Changing**  
Growing and changing in nature. When I was a body. Girls, boys and families.

### RE

**Special times Special to me** — birthdays Special to lots of people — Christian festivals, Harvest, Christmas, Easter + others  
**Special to me** — my special things Special to my class/school — class/school bears, school badge, ...  
Special to lots of people — artefacts and symbols linked to Christianity (the cross, the font) + others

### Understanding the World

Talk about how I celebrate my birthday, recalling previous years too. Begin to make sense of my own life-story and my family's history using simple words to describe the past. Find out about people who work at school and their jobs.  
Use stories / photos/ my own experiences to find out about different countries in the world, talking about the differences and similarities. Talk about seasonal and daily weather. Explore how things work. How can I help to look after our school environment? Talk about the differences between materials and changes I notice. Talk about the key features of life cycles using key vocabulary. Why do I need to care for the natural environment? · I can talk about the world around us observing animals and plants and how they change.

## Food and where it comes from





## Communication and Language

Listen attentively in a range of situations. Follow instructions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Make comments about what they have heard and ask questions to clarify their understanding. Develop narratives and explanations. Answer 'how' and 'why' questions about their experiences and in response to stories or events. Use recently modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract." Make relevant comments. Describe events in the future. Develop explanations. Develop their own narratives and explanations by connecting ideas or events. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Personal, Social and Emotional Development

Talk about their feelings and those of others. Regulate their own behaviour in response to those of others. Describe behaviours and feelings. Confident to speak in a familiar group. Work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To focus attention to the teacher and follow the instructions. Work as part of a group or class and understand and follow the rules. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Model positive behaviour, narrating what was kind and considerate about their behaviour. Explain the reasons for rules, know right from wrong and try to behave accordingly. Form positive relationships & listen to the ideas of others. Show sensitivity to their own and to others' needs. Take turns.

## Physical Development

Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Use scissors correctly. Draw a cross. Use knife and forks effectively. Threading, cutting, weaving, playdough, Fine Motor activities. Copy a square. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Show accuracy and care when drawing. Build things with smaller linking blocks, such as Lego. Complete obstacle activities children moving over, under, through and around equipment. Move equipment safely. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music/skip rhythmically. Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Show control using the bikes, keeping safe distances from other on stable and unstable surfaces as well as being able to break. To control their speed in games. Practise balancing Attempt to fasten buttons.

## Literacy

Use story language when acting out a narrative. Identify rhyming words in text. Make predictions. Beginning to understand that a non-fiction is a non-story— it gives information instead. Fiction means story. Independently access the features of a non-fiction book. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions, and reactions. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, and title. Sort books into categories Play influenced by experience of books – act out stories through role play activities, using simple props and appropriate vocabulary. Talk about themes of simple texts e.g., perseverance, good v evil. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read some tricky words from Phase 4. Re-read what they have written to check that it makes sense. Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Write a simple sentence with a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

## Maths

Building numbers beyond 10. Counting patterns beyond 10. More and takeaway. Using shapes for purpose, rotate, manipulate and explain shape arrangements. Explore and complete sharing and grouping. Repeated patterns, create and explore patterns. Make connections— Deepening. Understanding of patterns and relationships.

## Understanding the World

Talk about what I have heard and seen in stories and picture books and how this is different/ the same. Talk about figures from the past. Talk about the roles of people in society. Identify similarities and differences between the past and now. Talk about my life now compared to my family in the past. Sort artefacts into old and new. Explore and talk about the natural world using what I know from stories/ non-fiction. Identify special places— places of worship. Draw simple maps e.g., linked to our environment, stories. Use left, right, forwards and backwards to describe the location of features on a map, photo. Make detailed observations of the world around me thinking about my senses— feel, hear, see, smell— ongoing. Draw information from a simple map. Start to talk about the differences in lives in other countries and lives. Talk about how we could improve our environment. Make observations of animals and plants and use these observations to draw pictures. Explore the natural world. Contrast the natural world around me with different environments. Talk about some of the changes in the natural world (including seasons and changing states of matter— shadows and evaporation). Give simple reasons for my answers.

**Expressive Arts and design** Share their ideas, explaining what they have done. Represent ideas, thoughts and feelings through design, technology, art, music, role play and dance. Plan their ideas before creating. Create models for a purpose. Talk about the processes they have used when building/making. Draw increasingly accurate representations of people and objects. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and — when appropriate — try to move in time with music. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, preforming solo or in groups. Replicate a choreographed dance and begin to choreograph their own dance moves.

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## PSHE

### Being My Best

Bouncing back when things go wrong. Yes, I can! Healthy eating. Move your body— exercise. A good night's sleep.

### Growing and Changing

Seasons. Life stages— plants, animals, humans. Where do babies come from? Getting bigger. Me and my body— boys and girls.

## RE

**Special times Special to me** — birthdays Special to lots of people — Christian festivals, Harvest, Christmas, Easter + others

**Special to me** — my special things Special to my class/school — class/school bears, school badge, ... Special to lots of people — artefacts and symbols linked to Christianity (the cross, the font) + others

# Food and where it comes from

