

	Baseline	Autumn	Spring	Summer
Communication and Language	Listening, Attention and Understanding			
	<ul style="list-style-type: none"> - Single channels attention (name used to help focus) - Most speech is clear and can be understood - Listens when stories and conversations that interest them - Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). 	<ul style="list-style-type: none"> - Knows how to show they are listening and understands why it is important to listen - Asks relevant questions in response to what they have heard, wanting to find out more information - Speech is clear and understood - Asks meaning of new words - Understands a longer list of instructions 	<ul style="list-style-type: none"> - Uses longer sentences and links ideas - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park.' - Retells stories simply and repeats new vocabulary in a context of a story. - Understands spoken instructions and can listen without stopping what they are doing 	<ul style="list-style-type: none"> Uses well-formed sentences - Talks in the correct tense - Understanding more complex language including prepositions, sequencing, time - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text
	<ul style="list-style-type: none"> - Uses talk to communicate needs and wants - Listens to conversations that interest them - Uses talk to develop friendships 	<ul style="list-style-type: none"> Uses talk to communicate emotions - Asks relevant questions in response to what they have heard - Links what has been said to own experiences to keep conversation going 	<ul style="list-style-type: none"> Listens to what has been said and responds - Waits for the person talking to stop before responding 	<ul style="list-style-type: none"> - Understands humour - Takes turns in much longer conversations - Openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
	Speaking			
<ul style="list-style-type: none"> - Listens and enjoys sharing a range of books, rhymes and songs. 	<ul style="list-style-type: none"> Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. 	<ul style="list-style-type: none"> - Uses longer sentences and links ideas - Retells stories simply 	<ul style="list-style-type: none"> - Begins to use modelled vocabulary during role play and small world. 	

	<ul style="list-style-type: none"> - Most speech is clear and can be understood - Describes personal events 	<ul style="list-style-type: none"> - Speech is clear and understood 	<ul style="list-style-type: none"> - Repeats new vocabulary in a context of a story. - Can explain the meaning of new words - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary 	<ul style="list-style-type: none"> - Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Understands humour - Takes turns in much longer conversations and openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
	<ul style="list-style-type: none"> - Listens and enjoys sharing a range of books, rhymes and songs. - Most speech is clear and can be understood - Describes personal events 	<ul style="list-style-type: none"> - Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> - Understands past, present and future - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Makes up their own stories 	<ul style="list-style-type: none"> - Talks in the correct tense, with support from teacher - Use talk to take on different roles during imaginative play - Use talk to work out problems and organise thinking - Explains their point of view clearly when they disagree with someone, using words as well as actions

Literacy	Comprehension			
	Storytelling and recall			
	<p>Listens and enjoys sharing a range of books.</p> <ul style="list-style-type: none"> - Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration. 	<ul style="list-style-type: none"> - Joins in with repeated refrains and key phrases. - Identifies the main setting, characters and happening in the story is. - Begin to sequence pictures of a story, with teacher support. 	<ul style="list-style-type: none"> - Talks in detail about the main characters and setting. - Orders 4 pictures or props from a story 	<ul style="list-style-type: none"> - Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Retells how the story started, the main happening, and how ended.
	Prediction			
	<ul style="list-style-type: none"> - Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). 'They are getting their bike.' 	<ul style="list-style-type: none"> - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' 	<ul style="list-style-type: none"> - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences 	<ul style="list-style-type: none"> - Answers questions about why or how things have happened. - Predicts main happening in the text.
	Vocabulary			
<ul style="list-style-type: none"> - Listens and enjoys sharing a range of books, rhymes and songs. 	<ul style="list-style-type: none"> - Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. 	<ul style="list-style-type: none"> - Repeats new vocabulary in a context of a story. - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary. 	<ul style="list-style-type: none"> - Begins to use modelled vocabulary during role play and small world. 	

Word Reading			
	<p>Rocket Phonics Book 1 <i>s a t p l n m d g o c k</i> CVC words <i>I the go to no into</i> <i>ck e u r h b f f l l s s</i> CVC words Words with double letters Two syllable words <i>I the go to no into</i></p>	<p>Rocket Phonics Book 2 <i>j v w x y z z z qu</i> words ending s /z/ eg. Bags <i>he she we me be was my you her</i> <i>they all are</i> <i>ch sh th ng ai ee igh oa oo oo</i> <i>he she we me be was my you her</i> <i>they all are</i></p>	<p>Rocket Phonics Book 3 <i>ar or ur ow oi ear air ure er</i> <i>some one said come do so</i> <i>were when have there out</i> <i>like little what</i> <i>wh ph ay a_e a (acorn)</i> <i>e_e ie (shield) ea (peach)</i> <i>some one said come do so</i> <i>were when have there out</i> <i>like little what</i></p>
Blending and Segmenting			
<ul style="list-style-type: none"> - Listens and enjoys sharing a range of books. - Rhyme and alliteration 	<ul style="list-style-type: none"> - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Orally blends sounds they can hear in words. - Segments 2 letter and CVC words and blend them together, using sound buttons. 	<ul style="list-style-type: none"> - Reads words containing digraphs, using sound buttons. - Reads simple, phonetically decodable sentences containing known sounds 	<ul style="list-style-type: none"> - Reads words containing single sounds and digraphs without sound buttons. - Reads sentences containing digraphs and trigraphs
Phoneme Recognition			
<ul style="list-style-type: none"> - Holds a book correctly, handle with care and turn pages from front to back and recognise front and back cover. 	<ul style="list-style-type: none"> - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise some names of peers, siblings, mummy, daddy etc. 	<ul style="list-style-type: none"> - Identifies digraphs within words. - Links sounds to 8 or more digraphs 	<ul style="list-style-type: none"> - Links sounds to a 10 or more digraphs and trigraphs.

		- Begins to link sounds to letters, naming and sounding letters of the alphabet		
Common Exception Words				
- Recognises their name and familiar logos	- Has been taught and knows most of the following words: is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be by sight. - Begins to recognise names of peers, siblings, mummy, daddy etc.	- Increasingly recognising the words previously taught at check point 1 (Phase 2). - Has been taught and knows most of the following words: was, you, they, my, by, all, are, sure, pure, by sight.	- Increasingly recognising the words previously taught at check point 1 and 2 (Phase 2 and 3). - Has been taught and knows most of the following words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today, by sight. - Reads sentences containing known sight words.	
Writing				
	<i>Lists, Captions & Labels – focus on transcription</i> Old Bear – Finding Story <i>Sentences</i> The Something – Losing Story <i>Sentences</i>	The Extraordinary Gardener – Transformation Story/Instruction <i>Sentences</i> Rapunzel - Traditional tale / <i>Instructions</i>	The Storm Whale – Seaside Narrative / Sea Creature <i>Poems</i> The Last Wolf - Hunting narrative / Recipe	
Fine Motor Skills				
- Uses a dominant hand - May mark make in palmer grip	- Starts to move towards tripod grip - Makes repeated marks on paper - Gives meaning to marks - Is aware of the connection between letter and sound	- Holds and uses a pencil confidently using the tripod grip - Starting to write at the correct place when forming most letters - Most writing is on the line.	- Forms lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Forms most capital letters correctly.	

		<ul style="list-style-type: none"> - Letters written are becoming more recognisable - Starting to write on the line. 		
Grapheme Phoneme Correspondence				
	<ul style="list-style-type: none"> - Gives meaning to marks - Forming random letters 	<ul style="list-style-type: none"> - Knows that print carries meaning and in English, is read from left to right and top to bottom (mark makes left to right) - Is aware of the connection between letter and sound - Writes their name - Represents some sounds in order in their writing - Writes two letter and CVC words - Beginning to write some taught high frequency words from memory, or referring to word mats. 	<ul style="list-style-type: none"> - Writes words containing some taught digraphs - Beginning to write simple captions - Beginning to use full stops - Beginning to use letter spaces between words - Writes at least 8 high frequency words from memory 	<ul style="list-style-type: none"> - Uses capital letters correctly - Applies 'sentence rules' more independently, with some small reminders needed. - Reads their work back independently - Words are phonetically plausible <ul style="list-style-type: none"> - Using high frequency words within their writing

Mathematics		<i>Settling in time & Baseline</i> <i>Match, Sort & compare</i> <i>Talk about measurement & patterns</i> <i>It's me 1, 2, 3</i> <i>Circles and triangles</i> <i>1,2,3,4,5</i> <i>Shapes with 4 sides</i>	<i>Alive in 5</i> <i>Mass & Capacity</i> <i>6, 7, 8</i> <i>Length, height & time</i> <i>Building 9 & 10</i> <i>Explore 3-D shapes</i>	<i>To 20 and beyond</i> <i>How many now?</i> <i>Manipulate, compose & decompose</i> <i>Sharing & grouping</i> <i>Visualise, build & map</i> <i>Make connections</i> <i>Consolidation</i>
	Number			
	Composition			
	- Starting to recognise some numbers within numbers (1 and 1 is 2, 2 and 1 is 3)	- Splitting and recombining sets of objects 1-5 including on part whole model	- Systematic approach to partitioning sets of objects 1-5 including on part whole model - Partitioning and recombining sets of objects 6-9, including on part whole model and tens frame	- Systematic approach to splitting and recombining 10 including on tens frame and part whole model - Use part whole model to partition numbers where both parts are the same - Is beginning to explore splitting numbers into more than 2 parts on a part whole model
	Subitising			
	- Recognise numbers	- Subitising numbers 1 to 3	- Subitising numbers 1 to 5	- Embedding their knowledge of subitising numbers 1 to 5 - Starting to explore numbers beyond 5 up to 10.
	Number bonds			
	- Starting to recognise some numbers within numbers (1 and 1 is 2, 2 and 1 is 3)	- Splitting and recombining sets of objects 1-5 including on part whole model	- Recalls some number bonds for numbers 1-5	- Recalls number bonds for numbers 1-5, including subtraction facts - Recall some number bonds for 10

				- Know double facts of numbers up to 10.
Counting and Cardinality				
- Can count to 5 and recognise some of the numerals.	- Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10	- Counting backwards 10-1 & ordering numbers 10-1	- Counting beyond 20 noticing patterns in tens	
Comparison				
Has some understanding and awareness of the vocabulary: more / fewer / most /fewest, and can apply to scenarios.	- Compare numbers using vocab of more/less - Find 1 more using sets of objects on tens frames and on a number track	- Finds 1 less using sets of objects on tens frame and on a number track - Can compare height and length.	- Can start to share fairly, between more than two. - Can compare mass and capacity.	
Pattern				
- Can begin to complete a simple AB pattern	- Identifying unit of repeat - Completing AB & ABC patterns (complete, copy, make own and spot/correct errors in patterns)	- More complex patterns – ABB, ABBC - Generalising pattern and transferring to another format e.g., link pattern of shapes to movements - Numerical Patterns – linked to finding 1 more/1 less using a mental number line	- Numerical patterns: odds & evens - Symmetry/reflections – link to doubles - Starting to look at halving as inverse of doubles	
Space, Shape and Measure (not ELG but included to support the curriculum)				
Shape and Space				
- Can name some 2D shapes (Square, triangle, circle)	- Knowledge of 2D shapes and discuss their properties - Begin to describe properties of shapes with informal comparative language e.g.	- Further developed their knowledge of 2D shapes (Uses some more formal language)	- Knowledge of 3D shapes and discusses the properties - Begin to describe properties of shapes with informal comparative language e.g.,	

		<p>house-shaped and discriminates between different versions of shapes e.g. pointy triangle & fat triangle</p>	<ul style="list-style-type: none"> - Use spatial vocabulary (in front, behind, in between, on, in, under, first second, third) - Use spatial vocabulary (forwards, backwards, up, down, across) 	<p>ball-shaped and discriminates between different versions of shapes e.g. big cube & small cube</p> <ul style="list-style-type: none"> - Can discuss the relationships between shapes: Notice and name shapes within shapes including 2D faces on 3D shapes - Can represent spatial ideas in 2D e.g., by drawing a map
Measure				
	<p>Can use some measure related vocabulary (bigger, smaller, more, less)</p>	<ul style="list-style-type: none"> - Compare numbers using vocab of more/less 	<ul style="list-style-type: none"> - Can compare items and use comparative language – taller than, tallest (direct comparison, indirect comparison and ordering) - Can compare items lining up start points and use comparative language – longer than, widest (direct comparison, indirect comparison and ordering) 	<ul style="list-style-type: none"> - Can start to share fairly, between more than two. - Can compare items using a spring scale or a pan balance and use comparative language – lighter than, heavier than (direct comparison, indirect comparison and ordering) - Can compare volumes or capacities by pouring sand or water from one container into another and use comparative language – holds more than, holds less than (direct comparison, indirect comparison and ordering) - Sequences series of events in their daily lives using language such as before,

				<p>next, after, yesterday and tomorrow. - Experiment with different durations of time using timers</p>
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Personal, Social and Emotional Development		<i>Get Heart Smart (EYFS)</i> <i>Don't Forget to let Love in! (EYFS)</i> <i>You Choose – Nick Sharratt: To choose what I like.</i> <i>Red Rockets and Rainbow Jelly – Sue Heap: It's OK to like different things.</i>	<i>Too Much Selfie isn't healthy! (EYFS)</i> <i>Don't hold onto what's wrong! (EYFS)</i> <i>Hello, Hello – Brendan Wenzel: To say 'hello'.</i> <i>The Family Book– Todd Parr: All families are different.</i>	<i>Fake is a Mistake! (EYFS)</i> <i>No Way Through Isn't True! (EYFS)</i> <i>Mommy, Mama and Me – Lesley Newman: To celebrate my family.</i> <i>Blue Chameleon – Emily Gravett: To make a new friend.</i>
	Self Regulation			
	<ul style="list-style-type: none"> -Expresses their feelings and gives simple reasons, e.g. I want Mummy. - Talks about their feelings using appropriate words e.g. happy, sad, etc. - Recognises when a peer is upset. - Begins to understand how others might be feeling 	<ul style="list-style-type: none"> - Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. - Explain to an adult what has happened when they are upset. - “Bounces back” quicker after upsets and with more independence. 	<ul style="list-style-type: none"> - Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. - Begin to solve small conflicts through speaking to each other and being assertive. - Considers the feelings of others 	<ul style="list-style-type: none"> - Thinks about the perspectives of others, with some support - Moderate their own feelings socially and emotionally
	<ul style="list-style-type: none"> - Selects and uses resources to achieve a short-term goal - Increasingly follows rules independently 	<ul style="list-style-type: none"> - Sees themselves as a valuable individual - keeps trying when they can't do something first time - Beginning to think of other ways of doing things if something hasn't worked. 	<ul style="list-style-type: none"> - Controls their impulses when waiting for their turn, with little reminders. 	<ul style="list-style-type: none"> - Waits with increased patience, when necessary, e.g., when waiting for an iPad. - Controls their feelings when they are upset or angry, and can identify ways to self-regulate, e.g., going to reflection area, breathing exercises etc.
	<ul style="list-style-type: none"> - Develops a sense of responsibility (e.g. hangs coat up, tidies own mess) 	<ul style="list-style-type: none"> - Follows familiar, routine instructions independently (e.g., 	<ul style="list-style-type: none"> - Follows two-step instructions. 	<ul style="list-style-type: none"> -Follows instructions, even when engaged in their own

	- Pays attention to one thing at a time and shift attention	choosing lunch, putting bags away, and tidying up)		activity, with little reminders needed.
Managing Self				
	- Joins in with a new activity when invited by an adult	- Tries new activities with peers.	- Beginning to persevere when something is challenging. - Tries in new activities independently	- Enjoys more challenging activities and set goals for themselves that stretch their abilities. - Tries different approaches when solving problems and be able to discuss what they have done.
	- Follows a simple instruction as part of a group, e.g. sit down, let's go outside	- Abides by most of the rules of the classroom - Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset	- Understands that rules are there to keep us safe and to make things fair	- Identifies when they haven't followed a rule or made a bad choice and can say why and understands there will be a consequence
	- Takes off own coat - Pulls down pants to use toilet - Put on shoes without fastening (may be wrong foot) - Pull up garments on independently	- Puts on own shoes and fastens if Velcro - Pulls zips up and down, but may need help to insert or separate - Uses the toilet independently and wash their hands well, knowing why this is important. - Discusses healthy food choices. - Takes part in a variety of exercise	- Jumper on/off independently but may be back to front - Fastens zip independently, with little help. - Sorts healthy foods from less nutritional food - Knows that exercise strengthens your heart and makes you fitter - Understands aspects of road safety	- Dresses and undresses independently but may still need help with small buttons and laces. - Talks about how to be safe around water and in the sun

Building relationships

- Plays alongside peers
- Asks if they want something someone else has

- Take turns, with adult support, e.g. when playing a board game

- Takes turns when playing a game without adult support
- Wait with increased patience, when necessary, e.g. When waiting for a turn on the iPad.
- Holds back and forth conversations, listening to their peers' ideas and responding appropriately.

- Beginning to solve small conflicts through speaking to each other and being assertive, e.g., "Stop that, I don't like it" or "Can I have a turn when you are finished?"

- Plays alongside new peers and 'with' familiar peers.
- Shows interest in their new peers.
- Is pleased to see some children and or adults
- Speaks to peers within a game or activity
- Allows an adult to comfort them

- Asks for help from a familiar adult
- Joins in with a group of children who are playing.
- Forms some closer friendships and seeks them out to initiate play

- Will explain to another child if they don't like what they are doing, with some guidance.
- Understands that we may not always like everyone, but we still need to treat them with respect and be kind to them.

- Is outgoing and will help others.
- Formed relationships with their peers, with clear friendships.
- Formed positive and effective relationships with key adults.

- Can identify emotions in others
- Shows empathy in simple ways, e.g. puts an arm around another child who is crying

- Expresses their feelings in an appropriate way
- Shows empathy in simple ways, e.g., finding an adult for a child who is hurt.
- Begin to understand that different children have different viewpoints and opinions.

- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings

- Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way

Physical Development		<i>Dough Disco / movement Gymnastics</i>	<i>Fundamental Skills</i>	<i>Athletics Dance</i>
	Gross Motor Skills			
	General Movement and safety			
	<ul style="list-style-type: none"> - Uses large-muscle movements, e.g., to wave flags and streamers, paint and make marks. - Had some experience of using a bike, tricycle, scooters etc. 	<ul style="list-style-type: none"> - Progresses towards a more fluent style of moving, with developing control and grace. - Able to use a balance bike, scooter etc. safely in the outdoor environment. - Understands how to use the brakes on relevant equipment, or how to stop when needed. 	<ul style="list-style-type: none"> - Moves around obstacles in a variety of ways: moving the body, bikes, and scooters, at different speeds etc. 	<ul style="list-style-type: none"> - Can gauge where a moving obstacle may be and move themselves appropriately before reaching it
	Balancing			
	<ul style="list-style-type: none"> - Goes up steps and stairs, or climb up apparatus, using alternate feet. - Stands on one foot for 2 seconds - Walks along a chalk line 	<ul style="list-style-type: none"> - Walks along a low, wide balance beam independently - Holds a controlled static balance on one leg 	<ul style="list-style-type: none"> - Walks along a low narrow balance beam 	<ul style="list-style-type: none"> - Balances on an unstable surface with increasing control
	Ball skills			
<ul style="list-style-type: none"> - Begins to throw ball overhand - Throws ball underhand - Catches a ball by chasing- does not necessarily respond to aerial ball - Uses foot to tap static ball a small distance - Walks towards and kick a ball 	<ul style="list-style-type: none"> - Throws ball forward/in the air and uses appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition. - Bounces and catch a large ball using 2 hands - Walks towards and kick a ball towards a target 	<ul style="list-style-type: none"> - Hits target with a tennis ball using underhand toss, increasing the distance away. - Bounces a tennis ball on the floor and catch with two hands - Coordinates body to meet and kick a ball that is rolled to them from a distance 	<ul style="list-style-type: none"> - Can usually hit a target using an overhand toss - Throws with increasing accuracy - Beginning to bounce a tennis ball on the floor and catch in one hand 	

Running and Jumping				
<ul style="list-style-type: none"> - Jumps off a low object with both feet off the ground -Jumps forward, taking off and landing on 2 feet - Is able to run, and at the appropriate times to do so. 		<ul style="list-style-type: none"> - Jumps forward, taking off and landing on 2 feet, showing increasing control - Hops on one foot 3 to 5 times - Can vary speed while running. 		<ul style="list-style-type: none"> - Jumps and turn in the air - Hops up to 10 times on alternate feet - Understands about safety when running. - Able to develop a running technique
Climbing				
<ul style="list-style-type: none"> - climbs up apparatus, using two feet - Climbs above their own head height 		<ul style="list-style-type: none"> - Climbs steps and upstairs using alternative feet - Climbs up apparatus using two feet 		<ul style="list-style-type: none"> - Performs different movements on a climbing frame, such as swinging
Fine Motor Skills				
Pencil and Brush Control				
<ul style="list-style-type: none"> - Shows a preference for a dominant hand 		<ul style="list-style-type: none"> - Mark makes in different directions - Makes repeated marks on paper - Mark makes left to right 		<ul style="list-style-type: none"> - Use core muscle strength to achieve good posture at a table. - Holds and uses a pencil confidently
Scissor Skills				
<ul style="list-style-type: none"> - Opens/closes blades (not ready to use them on paper yet) - Starts snipping paper - Pivots from shoulder and elbow 		<ul style="list-style-type: none"> - Snips paper moving forward - Uses helping hand to hold and help to guide the paper - Cuts along lines and forward moving patterns 		<ul style="list-style-type: none"> - Cuts curved lines and circle shapes - Cuts square shapes
<ul style="list-style-type: none"> - Skips rhythmically - Can run correctly on the sports track and compete in Sport Day. 				
<ul style="list-style-type: none"> - Confidently moves across the playground obstacle course 				
<ul style="list-style-type: none"> - Develop the foundations of an appropriate handwriting style - Hold pencil effectively- tripod grip - Form letters accurately using the correct movements (shoulder pivot etc) 				
<ul style="list-style-type: none"> - Cuts complex shapes, such as figures. - Increasing confidence in following lines to cut out pictures, drawings, resources etc. 				

Cutlery Skills				
	<ul style="list-style-type: none"> - Uses a spoon effectively - Uses a fork to stab food 	<ul style="list-style-type: none"> - Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand 	<ul style="list-style-type: none"> - Can spread using a knife - Cuts a variety of foods, holding the knife correctly, using one hand to steady the food 	<ul style="list-style-type: none"> - Uses a fork to hold food still while cutting it with a knife - Uses a knife and folk independently
	Drawing Skills			
<ul style="list-style-type: none"> - Uses a variety of drawing tools to mark make with some control - Draws faces with features, giving meaning - Uses lines and shapes 	<ul style="list-style-type: none"> - Demonstrates more control - Draws with detail (bodies with sausage limbs and additional features) - Draws bodies of an appropriate size for what they're drawing 	<ul style="list-style-type: none"> - Draws most objects and creatures in proportion to each other - Spends a longer amount of time on one product. - Children are beginning to draw landscapes and buildings/cityscapes 	<ul style="list-style-type: none"> - Identifies key features - Looks closely at lines, shapes, size and patterns when producing an observational drawing - Drawings start to show finer details - Draws portraits, detailed pictures, landscapes, buildings and cityscapes 	

Understanding the World	Past and Present			
		<i>My family</i>	<i>People who help us</i>	<i>People who inspire us Changes through time</i>
Leads into KS1 History, Geography and Science	<ul style="list-style-type: none"> - Can say who they are and who they live with - Answers questions about their family and where they live. - Shows an interest in different occupations (e.g. through roleplaying as a nurse) 	<ul style="list-style-type: none"> - Describes who is in their family and discusses similarities, differences and changes - Discusses different occupations of family members 	<ul style="list-style-type: none"> - Talks about a wider range of occupations – people who help us - Can describe similarities and differences between occupations - Knows to call 999 in an emergency 	<ul style="list-style-type: none"> - Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).
	<ul style="list-style-type: none"> - Shows awareness of time (e.g. stating ‘next it’s lunchtime’.) - Talks about how things are changing within a season (e.g. ‘It’s colder’) - Talks about how they have changed (e.g. “I’ve got bigger”) 	<ul style="list-style-type: none"> - Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer). - Can talk about upcoming events in their life - knows they have grown from a baby into a child and that they will get older. - Can talk about how they have changed from when they were a baby (e.g. walking, talking). - Beginning to use vocabulary for time - today, yesterday, tomorrow, old, new, now, then - Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) - Knows that some special days repeat annually at the same 	<ul style="list-style-type: none"> - Knows there are seasons throughout the year - Knows there are 7 days in a week and the names and beginning to know the order of these - Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people. - Uses past tense with increasing accuracy. 	<ul style="list-style-type: none"> - Uses vocabulary relevant to the tenses: past, present, future - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun) - Knows there are 12 months in a year and begin to try to name and order. - Knows that living things do not stay the same over time. - Talks about how some people in the past have shaped today (e.g., Guy Fawkes)

		time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations		
People Cultures and Communities				
		<i>Our school and where we live I am special: Why are we all different and special? Christmas: How do Christians Celebrate Jesus' birthday?</i>	<i>Where are we in the World? Special people: Why do Christians believe Jesus is special? Easter: Why do Christians believe that Easter is all about love?</i>	<i>Holidays Stories Jesus told: Which stories did Jesus hear when he was a child? Special places: What makes a place Holy?</i>
	-Comments and asks questions about aspects of their familiar world, such as the place they live or the natural world. - Talks about differences they have experienced or see in photos between countries - Uses all senses in hands on exploration	- Can say where they live, and what it looks like - Describes what they see, feel and hear when outside	- Can simply explain what the difference is between human and physical features - Identify simple features on a map (trees, house, river, mountain) - Can talk about signs in the environment and what they might mean.	- Can draw and create their own maps using pictures and symbols - Can use simple directional language to describe how to get to somewhere.
	- Begins to make sense of their own life and family history and beliefs. - Joins in with family customs and routines - Recognises and describes special times of events for family or friends	- Answer the question, "why are we all different and specials?" - Know what being a C of E school means to us. - Make links to other faiths: Islam, Buddhism - Understands why Christmas is celebrated and important to	- Talk about the Hinduism celebration of Diwali and the importance of light, and lighting candles. - Talk about the Luna New Year (Chinese New Year) and why some people celebrate this.	- Understands that other religions also have a special book, like Christianity, and different places of worship. - They can say why a place is holy to different people.

	<ul style="list-style-type: none"> - Develops positive attitudes about differences between people 	<p>Christians and can retell the Christmas story</p> <ul style="list-style-type: none"> - Recalls simply what happens to a baby during a christening. 	<ul style="list-style-type: none"> - Talk about stories Jesus heard and told - Understands why Christians celebrate Easter, and why it is a special time for them. 	<ul style="list-style-type: none"> - Develop an understanding of prayer and why they are important. - Make further links to other faiths than Christianity: Hinduism, Sikhism, Judaism.
	<ul style="list-style-type: none"> - Shows interest in the lives of people who are familiar to them - Talks about some of the things they have observed in different places - Make imaginative and complex 'Small Worlds' with blocks and construction, such as a city with different buildings and parks 	<ul style="list-style-type: none"> - Talks about where they live, how busy the environment is and describes what they can see. - Knows the type of building they live in. - Understands that maps show where places are. - Realise that while most people in England celebrate Christmas, not all countries do. 	<ul style="list-style-type: none"> - Understands that signs and symbols can tell us about a place - Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another. 	<ul style="list-style-type: none"> - Can find England on a world map. - Can talk about differences in celebrations, buildings, food, and clothing when comparing different countries. - Can talk about other countries that have been discussed in our class.
The Natural World				
	<p><i>Forest School</i> <i>(Plants, Seasonal Changes, Living things & their habitats, Materials, Animals Inc. humans)</i></p>			
	<ul style="list-style-type: none"> - Knows that some things are living and others are non-living - Explores the natural world around them and talks about what they can see and smell. - Asks questions about what they have observed 	<ul style="list-style-type: none"> - Can name their five senses and use them when exploring the environment around us. - Understands the word 'hibernation' and what animals this might relate to. - Can explain what the word 'nocturnal' means 	<ul style="list-style-type: none"> - Discusses how to look after plants, living things, and their habitats. - Explore minibeasts and hunt for these in the forest and surrounding areas. - Knows names for baby animals and can match these to their adult. 	<ul style="list-style-type: none"> - Knows most plants start growing from a seed or bulb - Knows plants need water, warmth, and light to grow and survive - Knows a seed produces roots to allow water to get into the plant and shoots to

		<ul style="list-style-type: none"> - Can ask and answer questions about what they have observed in the environment. 	<ul style="list-style-type: none"> - Looks at animal key stages of development from birth to adult 	<ul style="list-style-type: none"> produce leaves to collect sunlight - Can use a range of equipment such as magnifying glasses, simple identification charts
	<ul style="list-style-type: none"> -Asks questions about what they have observed - Talks about holidays they have had 	<ul style="list-style-type: none"> - Can talk about the environment around them - Can answer and ask questions about what they have observed - Knows what the word habitat means 	<ul style="list-style-type: none"> - Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts) - Can talk about how different animals live in different climates. 	<ul style="list-style-type: none"> - Expresses opinions on natural and built environments, using vocabulary such as 'busy', 'quiet', 'pollution' - Shows understanding of how humans can impact the environment (e.g., buildings, pollution, climate change) and what we can do to help.
	<ul style="list-style-type: none"> - Talk about the weather and use simple terminology. - Shows some understanding of seasons. 	<ul style="list-style-type: none"> - Talks about changes that happen in the natural environment during Autumn and Winter - Begin to observe and discuss natural processes through investigation: such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water. 	<ul style="list-style-type: none"> - Knows there are seasons that repeat and go in order - Talks about changes that happen in the natural environment during the Spring - Beginning to understand that the length of day and night changes depending on the season 	<ul style="list-style-type: none"> - Uses vocabulary relevant to seasons and weather. - Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g., clothing we wear, how to stay safe in the sun) - Can simply discuss what happens when matter changes state: water to ice, ice to liquid etc. - Can simply discuss how magnets work and show this through demonstration.

Expressive Arts and Design	Creating with Materials			
		<i>Drawing - portrait Santa toy</i>	<i>Sculpture - clay Pizza making</i>	<i>Painting - paint mixing Weaving picture</i>
	<ul style="list-style-type: none"> - Explores materials freely - Explores colour mixing - Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes, fingers, hands - Drawings have some resemblance to people, objects - Draws around the outline of a shape - Makes simple marks based on own experiences - Form prints with simple objects – leaf, hand 	<ul style="list-style-type: none"> - Knows primary colours - Chooses colour for a purpose - Makes marks using shape and pattern on a range of surfaces - Develops simple patterns by printing with objects using range of materials - Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy 	<ul style="list-style-type: none"> - Draws with precision around the outline of shapes - Develops language of colour (secondary colours) and mix colours to make new colours - Create a simple collage 	<ul style="list-style-type: none"> - Can use fabrics or paper to weave - Uses variety of art tools with greater accuracy
	<ul style="list-style-type: none"> - Explores freely in order to create designs and think about what they would like to make - Talks about what they are doing - Takes pictures of their work using a camera or iPad 	<ul style="list-style-type: none"> - Explores and uses a range of artistic effects to express themselves Refine ideas in designs created - Articulates what they are doing to an adult 	<ul style="list-style-type: none"> - Plans what they will create and what they will need to do so - Creates their own products and begins to self-correct any mistakes 	<ul style="list-style-type: none"> - Reviews own work and makes improvements, explaining why changes are better
	<ul style="list-style-type: none"> - Begins to make up sections of stories using small world - Uses pre-prepared themed costumes, generic 	<ul style="list-style-type: none"> - Uses different materials to add to costumes and make their own - Uses materials to make props/ role play 	<ul style="list-style-type: none"> - Uses different props for different characters to show their personalities 	<ul style="list-style-type: none"> - Makes up own stories and retells well know stories in detail - Uses props that are specific and for a purpose to add

<ul style="list-style-type: none"> - dress up boxes and literal representation of objects (bowls, cups, spoons, dolls etc) - Roleplays everyday events 	<ul style="list-style-type: none"> - Uses props linked to situations (e.g. till in a shop, first aid kit in hospital) - Retells well known stories 		<ul style="list-style-type: none"> - detail or convey meaning in their stories
Being Imaginative and Expressive			
	<ul style="list-style-type: none"> - <i>Chant to the Animals</i> - <i>Nativity – Christmas Songs (performance)</i> 	<ul style="list-style-type: none"> - <i>Lilting Lullaby</i> - <i>Number Time</i> 	<ul style="list-style-type: none"> - <i>Wellbeing Matters</i> - <i>Rhythm Adventure</i>
Story Telling			
<ul style="list-style-type: none"> - Plays with familiar resources in role play and small world (e.g., farm animals) - Listens to stories 	<ul style="list-style-type: none"> - Uses own experiences to develop storylines - Talks about stories - Uses new vocabulary in different context - Participates in small world play related to rhymes and stories 	<ul style="list-style-type: none"> - Retells stories as a repetition, using some of their own words - Uses imagination to develop own storylines 	<ul style="list-style-type: none"> - Enhances with resources that they pretend are something else - Retells stories with others - Retells stories with others, changing/substituting some of the details
Dancing			
<ul style="list-style-type: none"> - Moves to music - Copies basic actions - Beginning to watch performances for short periods of time 	<ul style="list-style-type: none"> - Watches dances and performances - Shares likes and dislikes about dances/performances - Learns short routines 	<ul style="list-style-type: none"> - Replicates short dances and performances - Beginning to learn longer dance routines 	<ul style="list-style-type: none"> - Put a sequence of actions together - Begin to improvise independently to create a simple dance
Singing			
<ul style="list-style-type: none"> - Knows some words when singing - Sings in small group 	<ul style="list-style-type: none"> - Sings in a group, trying to keep in time - Knows some nursery rhymes - Knows some Christmas songs 	<ul style="list-style-type: none"> - Sings in a group, with support matching pitch and trying to follow melody 	<ul style="list-style-type: none"> - Sings by themselves, increasingly matching pitch, and following melody

	<ul style="list-style-type: none"> - Joins in with parts of nursery rhymes 			<ul style="list-style-type: none"> - Knows a wide variety of nursery rhymes and school songs
Music				
	<ul style="list-style-type: none"> -Explores instruments and how sounds can be changed (e.g., louder, quieter) - Beginning to name them some simple instruments (tambourine, triangle, drum) 	<ul style="list-style-type: none"> - Is able to name a variety of instruments used in music lessons. - Talks about the different sounds they make (e.g. loud, quiet) - Can clap and stamp to a beat - Plays a given instrument to a simple beat - Responds to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> - Selects own instruments and plays them in time to music. - Can change the tempo and dynamics whilst playing - Knows how to use a wide variety of instruments. 	<ul style="list-style-type: none"> - Can change the tempo and dynamics - Recognises instruments in music - Composes their own simple tunes, with support from teachers