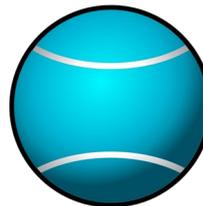


Physical Development

Gross Motor Skills

- Is revising and refining the fundamental movement skills he/she has already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing
- Is progressing towards a more fluent style of moving, with developing control and grace
- Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Is able to combine different movements with ease and fluency
- Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group
- Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian
- Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing, mealtimes and personal hygiene
- **Demonstrates strength, balance and coordination when playing (ELG)**
- **Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)**
- **Is able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG)**



Fine Motor Skills



- Is developing the foundations of a handwriting style which is fast, accurate and efficient
- Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- **Is beginning to show accuracy and care when drawing (ELG)**
- **Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG)**
- **Uses a range of small tools, including scissors, paint brushes and cutlery (ELG)**

PRIME AREA OF
LEARNING

Communication and Language

PRIME AREA OF
LEARNING

Listening, Attention and Understanding

- Understands how to listen carefully and why listening is important
- Learns new vocabulary
- Uses new vocabulary through the day
- Engages in storytimes
- Listens to and talk about stories to build familiarity and understanding
- Listens carefully to rhymes and songs, paying attention to how they sound
- Learns rhymes, poems and songs
- Engages in non-fiction books
- Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- **Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG)**
- **Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)**
- **Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)**

Speaking

- Asks questions to find out more and to check he/she understands what has been said to him/her
 - Is able to articulate his/her ideas and thoughts in well-formed sentences
 - Can connect one idea or action to another using a range of connectives
 - Is able to describe events in some detail
 - Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen
 - Is developing social phrases
 - Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words
 - Uses new vocabulary in different contexts
 - **Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)**
 - **Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)**
- Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)



Personal, Social and Emotional Development

Self Regulation

- Expresses his/her feelings and considers the feelings of others
- Is able to identify and moderate his/her own feelings socially and emotionally
- Manages his/her own needs
- Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)
- Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG)
- Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)

Managing Self

- Sees himself/herself as a valuable individual
- Shows resilience and perseverance in the face of challenge
- Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG)
- Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG)
- Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)

Building Relationships

- Builds constructive and respectful relationships
- Thinks about the perspectives of others
- Forms positive attachments to adults and friendships with peers (ELG)
- Shows sensitivity to his/her own and to others' needs (ELG)
- Works and plays cooperatively and takes turns with others (ELG)



PRIME AREA OF
LEARNING

Literacy

Comprehension

- Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment
- Anticipates, where appropriate, key events in stories (ELG)
- Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)
- Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and

Writing

- Can form lower-case and capital letters correctly
- Is able to spell words by identifying the sounds and then writing the sound with letter/s
- Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-reads what he/she has written to check that it makes sense
- Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)
- Writes recognisable letters, most of which are correctly formed (ELG)
- Writes simple phrases and sentences that can be read by others (ELG)

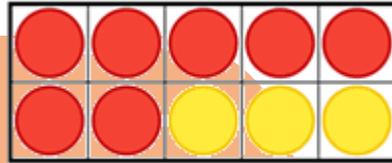
Word Reading

- Reads individual letters by saying the sounds for them
- Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences
- Can read some letter groups that each represent one sound and say the sounds for them
- Can read a few common exception words matched to the school's phonic programme
- Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)
- Can read words consistent with his/her phonic knowledge by sound-blending (ELG)
- Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)



Maths

Number

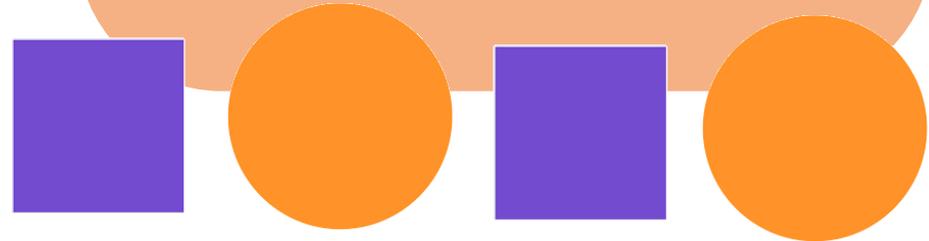


- Counts objects, actions and sounds
- Is able to subitise (recognise how many objects there are in a small group without counting)
- Is able to link the number symbol (numeral) with its cardinal number value
- Can count beyond ten
- Is able to compare numbers
- Understands the 'one more than/one less than' relationship between consecutive numbers
- Is able to explore the composition of numbers to 10
- Automatically recalls number bonds for numbers 0-10
- Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)
- Has a deep understanding of number to 10, including the composition of each number (ELG)
- Is able to subitise (recognise quantities without counting) up to 5 (ELG)



Numerical Patterns

- Can select, rotate and manipulate shapes in order to develop spatial reasoning skills
- Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can
- Is able to continue, copy and create repeating patterns
- Can compare length, weight and capacity
- Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)
- Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)
- Verbally counts beyond 20, recognising the pattern of the counting system (ELG)



Understanding the World

Past and Present

- Comments on images of familiar situations in the past
- Is able to compare and contrast characters from stories, including figures from the past
- **Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)**
- **Talks about the lives of the people around him/her and their roles in society (ELG)**

Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)



People, Culture and Communities

- Talks about members of his/her immediate family and community
- Names and describes people who are familiar to him/her
- Is able to draw information from a simple map
- Understands that some places are special to members of his/her community
- Recognises that people have different beliefs and celebrate special times in different ways
- Recognises some similarities and differences between life in this country and life in other countries
- **Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)**
- **Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)**
- **Is able to explain some similarities and differences between life in this country and life in other countries,**

The Natural World

- Explores the natural world around him/her
- Describes what he/she can see, hear and feel whilst outside
- Recognises some environments that are different to the one in which he/she lives
- Understands the effect of changing seasons on the natural world around him/her
- **Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)**
- **Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)**
- **Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)**



Expressive Arts and Design

Creating with Materials

- Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings
- Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them
- Creates collaboratively sharing ideas, resources and skills
- Makes use of props and materials when role playing characters in narratives and stories (ELG)
- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)
- Shares his/her creations, explaining the process he/she has used (ELG)



Being Imaginative and Expressive

- Listens attentively, moves to and talks about music, expressing his/her feelings and responses
- Watches and talks about dance and performance art, expressing his/her feelings and responses
- Sings in a group or on his/her own, increasingly matching the pitch and following the melody
- Is able to develop storylines in his/her pretend play
- Explores and engages in music making and dance, performing solo or in groups

Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)

- Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)
- Sings a range of well-known nursery rhymes and songs (ELG)

