

## Personal, Social and Emotional Development

### Making Relationships

- Play games in a group, extending and elaborating play ideas.
- Keeping play going by responding to what others are saying or doing.
- Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiating conversations, attending to and taking account of what others say.
- Explaining own knowledge and understanding, asking appropriate questions of others.

### Self-Confidence and Self-Awareness

- Selecting and using activities and resources with help.
- Welcoming and valuing praise for what they have done.
- Enjoying responsibility of carrying out small tasks.
- Confident to talk to other children when playing.
- Showing confidence when asking adults for help.
- Develop confidence to speak to others about their own needs, wants, interests and opinions.

### Managing Feelings and Behaviour

- Develop an awareness of their own feelings, knowing that some actions and words can hurt others' feelings.
- Beginning to accept the needs of others and take turns and share

## Exploring and Using Media and Materials

### Expressive Arts

- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

### Being Imaginative

- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

## Communication and Language

### Listening and Attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

### Understanding

- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions.
- Beginning to understand 'why' and 'how' questions.
- Responds to instructions involving a two-part sequence.
- Able to follow a story without pictures or props.

### Speaking

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Beginning to use more complex sentences to link thoughts.
- Questions why things happen and gives explanations.
- Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played)

## Literacy

### Reading

Kipper's Birthday

Aliens Love Underpants

Alien Tea on Planet Zum-Zee

Back to Earth with a Bump

### Writing

Mark making with meaning

Name writing

Initial sound writing

CVC word writing

# R Autumn

## Maths:

Number recognition

Counting

2D & 3D shape

Matching numeral to quantity

More and less

Positional Language

Number problems

## Physical Development

### Moving and Handling

- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

### Self-care

- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can

## Understanding of the World

### People and Communities

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.

### The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

### Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

## Personal, Social and Emotional Development

### Making Relationships

- Initiates conversations, attending to and taking account of what others say.
- Explains own knowledge and understanding, asking appropriate questions of others.
- Takes steps to resolve conflicts with other children.

### Self-Confidence and Self-Awareness

- Develops confidence to speak to others about their own needs, wants, interests and opinions.
- Describing their self in positive terms and talking about their abilities.

### Managing Feelings and Behaviour

- Understands that our actions affect other people.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

## Exploring and Using Media and Materials

### Expressive Arts

- Uses various construction materials.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.

### Being Imaginative

- Uses a Create simple representations of events, people and objects.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

## Communication and Language

### Listening and Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

### Understanding

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

### Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play

# R Spring

## Literacy

### Reading

Elliot's Midnight Superhero

Supertato

Three Little Pigs

Jack and the Beanstalk

The Gingerbread

### Writing

CVC words

Captions

Beginning to write simple sentences

Common Exception words

## Maths:

Number recognition

Addition

Subtraction

Measurement

2D & 3D shape

Language related to time

Money

Patterns

One more and one less

Recording marks in maths

## Physical Development

### Moving and Handling

- Experiments with different ways of moving.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Self-care

- Eats a healthy range of foodstuffs and understands need for variety in food..
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

## Understanding of the World

### People and Communities

- Enjoys joining in with family customs and routines.

### The World

- Looks closely at similarities, differences, patterns and change.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

## Personal, Social and Emotional Development

### Making Relationships

- Plays co-operatively, taking turns with others.
- Takes into account others ideas and thoughts about how they organise an activity.
- Shows sensitivity to others' needs and feelings.
- Forms positive relationships with adults and other children.

### Self-Confidence and Self-Awareness

- Develops confidence to try new activities.
- Says why they like some activities more than others.
- Develops confidence to speak in a familiar group, talking about their ideas and choosing the resources they need for their chosen activities.
- Says when they do or do not need help.

### Managing Feelings and Behaviour

- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Work as part of a group or class, and understand and follow the rules.
- Adjust their behaviour to different situations, and take changes of routine in their stride.

## Exploring and Using Media and Materials

### Expressive Arts

- Sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being Imaginative

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Communication and Language

### Listening and Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Listens attentively in a range of situations.
- Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding

- Listens and responds to ideas expressed by others in conversation or discussion.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Speaking

- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

# R Summer

### Literacy

#### Reading

Sharing a Shell

Barry the Fish with Fingers

Pirates Love Underpants

Snail and the Whale

Owl Babies

#### Writing

Writing sentences using a capital letter, full stop and finger spaces.

Common exception words

Writing CVCC words

Reading our sentence back to check it makes sense.

### Maths:

Addition

Subtraction

Number recognition

Doubling

Halving

Repeated patterns

Solving problems with time, money, shape and measurements.

2D & 3D shape

One more and one less

Recording marks in maths

## Physical Development

### Moving and Handling

- Shows good control and co-ordination in large and small movements.
- Moves confidently in a range of ways, safely negotiating space.
- Handles equipment and tools effectively, including pencils for writing.

### Self-care

- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Understanding of the World

### People and Communities

- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Talk about past and present events in their own lives and in the lives of family members.

### The World

- Looks closely at similarities, differences, patterns and change.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about the features of their own immediate environment and how environments might vary from one another.
- Make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.