

Personal, Social & Emotional Development

	September	By end of Autumn term	By end of Spring term	ELGs – End of Summer
Self Regulation	<ul style="list-style-type: none"> Follow simple one part instructions Listen to the teacher during carpet and input times Listen to their friends With support, wait for their turn 	<ul style="list-style-type: none"> Recognise and talk about their own feelings and emotions Recognise and talk about how others may be feeling To adapt their behaviour in a range of situations Think about and discuss what they would like to do next 	<ul style="list-style-type: none"> Focus during longer input sessions Be considerate to the feelings of others Ask for help when needed Follow 2 step instructions Listen to the teacher and respond appropriately Be able to plan their next activity and what they need to do this 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Managing Self	<ul style="list-style-type: none"> Understand the need for rules within our learning environment To be able to use the toilet when reminded To begin to understand the importance of healthy food choices and exercise Get changed for outdoor learning with support Try new activities with support as appropriate 	<ul style="list-style-type: none"> To use the toilet and wash hands independently Show independence and resilience when trying new activities Get changed for outdoor learning with minimal support Understand that mistakes are an important part of learning 	<ul style="list-style-type: none"> Understand and follow the rules Show resilience and perseverance when facing new challenges and experiences To change for outdoor learning independently To understand the importance of healthy food choices and exercise 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building Relationships	<ul style="list-style-type: none"> Share and take turns with support Talk about feelings such as happy, sad, angry and worried With support, wait for their turn To speak to adults and ask for support when needed 	<ul style="list-style-type: none"> Begin to develop friendships To speak to adults and ask for support when needed To play with others at the same activity Take turns and share with another child Begin to work in a group with support 	<ul style="list-style-type: none"> To show empathy towards others Talk about their needs and feelings Listen to other children and respond politely Take turns and share within a group 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs

Communication and Language & Oracy

Listening, Attention & Understanding

September

- Join in with appropriate group time E.g., rhymes
- Follow routine instructions-carpet time
- Play a simple game for a few minutes

By end of Autumn term

- Begin to use active listening skills (face speaker, pay attention, body still) (Oracy).
- Follow simple instructions
- Respond to peer requests
- Learn and use new words from familiar texts
- Begin to answer 'how' questions

By end of Spring term

- Conduct back and forth conversations with appropriate responses
- Attentive listening skills at input time
- Link listening to learning-understand why it is important to listen
- Ask questions if unsure of a word
- Offer simple explanations to demonstrate understanding of a story
- Begin to answer 'why' questions

ELGs – End of Summer

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Speaking

- Speak in simple sentences to communicate a need
- Use vocabulary focussing on their interests and experiences
- Ask simple questions

- Offer ideas in a small group context eg retell a simple event in sequence and take turns to speak (Oracy)
- Use full sentences
- Ask questions to clarify instructions (Oracy)
- Use simple connectives in speech such as and, but (Oracy)
- Use new vocabulary from books and stories
- Begin to speak in whole class situations
- Speak audibly so they can be heard and understood (Oracy)
- Begin to invent their own stories using their knowledge of stories and their own experiences
- Use gestures to support meaning in play (Oracy)

- Speak in whole class situations
- Speak audibly so they can be heard and understood (Oracy)
- Use recently modelled vocabulary across every day contexts
- Use talk in play to practice new vocabulary (Oracy)
- Ask questions in a range of contexts (Oracy)
- Use a range of connectives to connect ideas eg so, because (Oracy)
- Use detail in conversations (Oracy)
- Use speech to organise activities and overcome conflicts by offering explanations
- Show awareness of the listener
- Invent their own stories using their knowledge of stories and their own experiences

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (Oracy)
- 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 (Oracy)

Physical Development

	September	By end of Autumn term	By end of Spring term	ELGs – End of Summer
Gross Motor Skills	<ul style="list-style-type: none"> • Enjoy running and begin to travel with speed • Stop or attempt to avoid obstacles when running • Explore and use climbing equipment, with support if necessary 	<ul style="list-style-type: none"> • Run with more fluency, avoiding obstacles • Explore and develop confidence in ways of moving and traveling using equipment/apparatus • Independently use climbing equipment • Throw balls/beanbags in the direction of a peer or target 	<ul style="list-style-type: none"> • Move confidently in a range of ways • Demonstrate good posture at table activities • Engage in physical activity through choice for enjoyment 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically such as running, jumping, dancing, hopping, skipping, and climbing
Fine Motor Skills	<ul style="list-style-type: none"> • Has developed a dominant hand • Use mark make resources • Use a fork and spoon • Attempt to write their name • Can cut straight lines with scissors • Draw horizontal and vertical lines and circles • Thread large beads 	<ul style="list-style-type: none"> • Use a spoon and fork with greater control • Form pre-writing shapes • Form letters in their name • Form recognisable letters for the alphabet • Use an effective grip • Use scissors to cut out simple shapes independently • Draw simple pictures which can be recognised by others 	<ul style="list-style-type: none"> • Use a knife and fork to cut soft foods • Form all letters of the alphabet correctly using lead ins and lead outs • Use a tripod grip • Use scissors with effective grip and hand positioning • Add detail to drawings e.g., eye lashes • Fasten clothes using buttons, zips etc. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.

Literacy

	September	By end of Autumn term	By end of Spring term	ELGs – End of Summer
Comprehension	<ul style="list-style-type: none"> Talk about, and make comments on stories they have heard in class Use pictures to talk about a story 	<ul style="list-style-type: none"> Independently look at a book, holding it the correct way, and turning pages carefully Use pictures to sequence stories Engage in story times, joining in with repeated phrases and actions Engage in conversations and answer questions about a shared story 	<ul style="list-style-type: none"> Begin to predict what might happen in a story Read and understand books according to their phonics level Be able to predict what might happen, and suggest alternative endings to familiar stories 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none"> Recognise their own name Recognise words and symbols of significance, e.g. McDonalds, Asda, STOP Recognise individual letters of significance, such as the letters in their name 	<ul style="list-style-type: none"> Recognise and say the sounds of the individual letters that have been taught Begin to blend VC and CVC words Recognise and say the tricky words that have been taught Begin to read simple captions and phrases Begin to read books matching their phonic ability 	<ul style="list-style-type: none"> Recognise and say the sounds for the individual letters of the alphabet Recognise and say taught digraphs/trigraphs Blend sounds into words Begin to read longer words and compound words Read longer sentences including tricky words Read books matching their phonics ability Develop a love for reading 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<ul style="list-style-type: none"> To participate in mark making Begin to write the letters in their own name Form pre-writing shapes and patterns with confidence 	<ul style="list-style-type: none"> Write their name Write taught lower case and capital letters using the correct formation Use phonic knowledge to say and write the sounds in a VC and CVC word Begin to use taught sounds to begin to write labels and captions 	<ul style="list-style-type: none"> Begin to use capital letters in their writing Begin to write sentences using finger spaces and full stops Use phonic knowledge to write longer words Correctly write some tricky words 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.

Mathematics

September

By end of Autumn term

By end of Spring term

ELGs – End of Summer

Number

- Opportunities for settling in
- Exploring the areas of provision
- Exploring continuous provision (explore and learn) inside and outside

- To recognise numbers 1–5
- To subitise to 5
- To find one more of numbers to 5
- To find one fewer than numbers to 5
- To explore the composition of 1, 2, 3, 4 and 5

- To recognise numbers 0–10
- To explore the composition of 6, 7, 8, 9, and 10
- To match the number to quantity
- To practice number bonds to 10
- To know addition facts to make 5
- To find one more numbers to 10
- To find one fewer than a number to 10
- To estimate a number of objects

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5).
- Automatically recall 9 without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Getting to know times of the day
- Getting to know the class routine
- To understand positional language (where do things belong?)

- To compare quantities to 5
- To compare equal and unequal groups
- To count to 10

- To count to 20
- To compare quantities to 10
- To explore odd and even numbers
- To order numbers to 10
- To count back from 10
- To combine two groups of objects
- To take away objects and count how many are left
- To find the missing number

Verbally count beyond 20, recognising the pattern of the counting system

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally

Shape, space and measure

- To match objects
- To sort objects
- To compare capacity, length, height, size
- To finish a repeating pattern of 2 objects or colours

- To recognise and name circle, triangle, square and rectangle
- To recognise 1p, 2p and 5p coins
- To recognise 1 o'clock, 2 o'clock, 3 o'clock, 4 o'clock and 5 o'clock

- To add money
- To name and describe 2D and 3D shapes
- To finish a repeating pattern
- To make patterns using shapes
- To recognise the time o'clock
- To measure capacity

There are no Early Learning Goals that directly relate to shape, space and measure objectives. However, children will experience rich opportunities to develop their spatial reasoning skills in shape, space and measure

Understanding the World

	September	By end of Autumn term	By end of Spring term	ELGs – End of Summer
Past and Present	<ul style="list-style-type: none"> Understand and speak about own family Speak about own interests Speak about own history or events and experiences. 	<ul style="list-style-type: none"> Understand that past is before now Talk about events that happened in the past (E.g. Remembrance day, Nativity). 	<ul style="list-style-type: none"> Compare and discuss images of the past & present. Know about the past through characters, settings and events encountered in books read in class. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture & Communities	<ul style="list-style-type: none"> Know about different family structures and talk about who is part of their family. Identify similarities and differences between themselves and peers. Know that people come from different countries and they have different cultures. 	<ul style="list-style-type: none"> Know other cultures or religions (E.g. Hinduism – Diwali). Know that there are special buildings that are important for some people (E.g., Church for Christians, Synagogue for Jews, etc). 	<ul style="list-style-type: none"> Describe people's roles in detail. Explore and talk about local area. Make and look at maps (Local area, Copse, etc). Share knowledge of community celebrations (E.g., Chinese New Year). 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and (when appropriate) maps.
The Natural World	<ul style="list-style-type: none"> Use their senses to explore new environment surrounding them. Understand the need to care for living things. Understand the need to explore the nature environment safely. 	<ul style="list-style-type: none"> Know and recognise the signs of Autumn and Winter. Know some processes and changes in the natural world (E.g., freezing). Know about features of my own immediate environment. 	<ul style="list-style-type: none"> Know and recognise the signs of Spring and Summer. Know some processes and changes in the natural world (E.g., Sinking and floating). Compare different environments to their own. Know features of the world and Earth 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing the seasons and changing states of matter.

	September	By end of Autumn term	By end of Spring term	ELGs – End of Summer
Creating with Materials	<ul style="list-style-type: none"> • Explore mark making • Draw simple shapes using continuous lines that represent people or objects. • Use construction to create props or settings for small world play. 	<ul style="list-style-type: none"> • Explore painting using primary and secondary colours. • Exploring mixing colours. • Model props using a range of materials. 	<ul style="list-style-type: none"> • Produce more detail pictures and be able to talk about the process. • Explore 3D modelling and construct with a purpose. • Explore water colour and collages. • Use a wide range of media independently. 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Join in with some nursery rhymes and well-known songs. • Responds with movement to music. • Beginning to develop storylines through small world play and role play. • Experiment with instruments and sounds. 	<ul style="list-style-type: none"> • Perform songs and nursery rhymes in groups. • Perform Nativity project in school assembly. • Retell stories using props or puppets. 	<ul style="list-style-type: none"> • Follow a musical pattern • Notice changes in music • Create own rhythm and movements. • Beginning to organise themselves to produce a simple performance. 	<ul style="list-style-type: none"> • 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.